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Carol Rhodes Sibley

BUILDING COMMUNITY TRUST: BERKELEY SCHOOL INTEGRATION
AND OTHER CIVIC ENDEAVORS, 1943-1978

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Carol Sibley
1967

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Volunteer Leadership Series

Carol Rhodes Sibley

BUILDING COMMUNITY TRUST: BERKELEY SCHOOL INTEGRATION
AND OTHER CIVIC ENDEAVORS, 1943-1978

With an Introduction by
Rowena Jackson

An Interview Conducted by
Eleanor Glaser and Gabrielle Morris
in 1978

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School Master Plan Committee, 1965-1967, summary report

Berkeley Unified School District, Experimental School Plan, 1971

Chronology of Berkeley Unified School District history, 1955-1971

Never A Dull Moment, Carol Sibley, Scientific Analysis Corporation, 1972

Essays written by high school students nominated for Scholastic Achievement Award, Mayor's Committee on Appreciation of Excellence in Youth, 1978

"Bused Blacks and Whites Gain in Tests, Study Says," New York Times, December 24, 1978. Article on ten years after Berkeley school integration.

Program for Carol Sibley - Arlene Slaughter Testimonial Banquet, a benefit for the Women's Shelter and Teen Center, Berkeley Community YWCA, 8 November 1979.

PREFACE

The Volunteer Leadership Series is an ongoing project of the Regional Oral History Office. It is designed to document the work of carefully-selected Bay Area men and women in improving the quality of life in their communities through nonprofit organizations. The interviews form a resource for greater understanding of the nature and impact of volunteer activity.

This project had its origin in the Bay Area Foundation History Series completed in 1976 and in the realization that many persons interviewed for other projects of this office about their business or professional careers had spent equal time and effort over the years on their civic activities.

The series is designed to study the origins of individuals' interest in and dedication to voluntary endeavors and the processes by which private, nonprofit groups, frequently defined as a third sector with government and business in American society, bring about change in a community's social and cultural institutions. Thus the focus of the interviews is twofold: discussion of the personal background and principles of memoirists, and reflections on the founding and internal workings of specific volunteer organizations and external issues they have faced.

Individual interviews in the series have been funded by the UC Berkeley Foundation, the Chancellor's office, Friends of The Bancroft Library, and colleagues and friends of specific memoirists.

The Regional Oral History Office was established to tape-record autobiographical interviews with persons prominent in the history of California and the West. The Office is under the administrative supervision of James D. Hart, Director of The Bancroft Library.

Gabrielle Morris, Director
Volunteer Leadership
Oral History Series

Willa Baum, Department Head
Regional Oral History Office

30 June 1979
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INTRODUCTION

I find it indeed an honor to be asked to prepare an introduction to Carol Sibley's oral history; for there is no one who has contributed more to the success of the Berkeley community--a community known nationwide for its efforts to build bridges across social boundaries of all types. There is no one for whom I have more admiration and affection. For the last twenty-five years Carol has personified (for me) Grace, Faith (i.e. Trust), Courage, and Energy.

My first memories of Carol were of her gracious hospitality. In 1954 I was a freshman at the University of California and it was a tradition for her to entertain the University YWCA Student Cabinet for a Christmas brunch in her large brick home, built in 1905, just north of the campus. The beauty of that occasion, with the glow of the fire illuminating the spacious redwood-panelled living room and the genuine warmth of feeling amongst us, typified much that continues to be special about Carol.

In recent years, Carol's home and garden have been the site of annual garden parties for A Dream for Berkeley (of which more later) in which our entire family has enjoyed participating, my husband with his woodwind quartet and the children serving cookies or pulling numbers for the door prizes. In 1978, Carol moved from an apartment in the big house to a small jewel of a Japanese-style home she designed herself and had built in a corner of the grounds, with large 'moon windows' that look out on the serenity of old trees and shrubs. That northeast corner of LaLoma and Ridge Road is remembered by many as an oasis and refuge from the congestion and hurry of campus life.

I have never known either of Carol's homes to be without at least one or two Japanese flower arrangements, which she does herself using blooms from the garden outside. The Japanese consciously arrange flowers to encompass three points: vertical pointing to Heaven, a center representing individual man, and a horizontal representing mankind in general. In a sense, each of Carol's designs symbolizes her faith, a faith undoubtedly passed on to her by parents.

Once Carol confided in me that her mother had hoped that at least one of her children might have become a missionary. In her own way, Carol has been a missionary to Berkeley. Hardly a Sunday goes by that she is not at First Congregational Church service to gain insight into what that role means. Carol acts upon a faith in a personal God that is good, open,

and generous--a God that loves every individual equally and expects all mankind to act as brothers in the sharing of their gifts. She views herself as God's creation, as are all other persons she meets. This belief gives Carol a distinctive faith in herself, a perspective about her life in relation to others--a calling to serve in whatever way she can.

Joan Didion has written about California: It "is a place in which the mind is troubled by some buried but ineradicable suspicion that things had better work here, because here... is where we run out of continent." It is the last chance to put our dreams to work for a better society. Nowhere is this as true as in Berkeley, "the Athens of the West," bounded by San Francisco Bay and Grizzly Peak. For whatever reason, there is a moral fervor in Berkeley found few places in the United States.

It is no coincidence that Berkeley was one of the first cities to voluntarily integrate its schools, based on the strong belief that education could not be of quality unless it were integrated. It is also no coincidence that UC Berkeley was in the early 1960s the focus of an international student revolution in the Free Speech Movement and Anti-War Movement culminating in the Peoples' Park upheaval. And through all these turbulent times Carol played a very important role as community leader and facilitator. It was fitting that she was chosen to man the communications center during the tense Peoples' Park parade on Memorial Day 1969, enabling dialog between the police, National Guard, and the organizers of the parade--self-styled revolutionaries of the time.

Carol, herself, is enabled by a faith in an exceptional process of communication and volunteer leadership in problem solving. It is a process she first experienced working in the YWCA in New York and Berkeley. It is a process by which those who have experienced or observed a particular human need are first enabled to define it. All persons, no matter how diverse, who become concerned with a problem are encouraged to attempt the seeking of a joint solution. This process is based on the assumption that persons really care more about the meeting of an unmet human need than their own personal aggrandizement. At every step active listening is tantamount to successful outcome of the process. Through the years Carol has become an expert in initiating and carrying through this process, whether it be in the area of drug rehabilitation, emergency housing for transients, or respite care for those tending the aged. She remains a genius at helping others find common ground for solving community problems. In a sense, the development of this genius may be her greatest contribution to the city of Berkeley.

Most recently Carol has put her faith in this process into action by forming A Dream For Berkeley. In 1970 she called together diverse persons with similar concerns to form a group with the express purpose of building a community of trust in attempting to solve the social problems confronting Berkeley. The tenor of the monthly meetings is typically Carol, beginning with a sharing of food and ending with a sharing of some social need by those most closely affected. Those who wish to continue to work on a solution are encouraged to form an ad hoc task force to do so.

Carol is a woman of courage. Probably the decision that took the most personal courage was the one she made as a school board member to integrate the junior high schools in 1964. It was a decision that led to a very bitter recall effort. There were those who felt that Carol had been a traitor and treated her as such. She was the butt of vicious insults. She has continued to receive vilifying phone calls in the middle of the night, yet she has never removed her phone number from the directory. She became a scapegoat of all those who harbored fears ranging from the undermining of their children's education to "the Communist take-over" of the schools. It has also taken courage through the years to fight for social programs for the indigent of our community when many have felt that such programs only tended to serve as a magnet for those in need.

Lastly, Carol is a woman of energy, both physical and emotional. She remains restless unless in the midst of leadership in some sort of problem solving. Never daunted by failure, she attacks each problem with a freshness of purpose. It is this enthusiasm, coupled with a sensitivity and a belief in the goodness of life that has won us to her side to continue to work with her to bring to fruition our dreams for a better place for all to live. It is for this that we will continue to bless and praise Carol Rhodes Sibley.

Rowena Jackson,
Lay leader in community mission,
First Congregational Church

19 September 1979
Berkeley, California



INTERVIEW HISTORY

The good humor, creativity, and energy that Carol Rhodes Sibley has devoted to thirty years of Berkeley community projects bear witness to the dedication with which Wellesley College's motto "Non ministrare, sed ministreri"--to serve, not to be served--is practiced by its graduates. In recognition of her work, she has received the Benjamin Ide Wheeler Award as Berkeley's most useful citizen in 1973 and Wellesley alumnae award for public service in 1975, which notes the importance of "the grace of service." Mrs. Sibley was interviewed by the Regional Oral History Office for its continuing Volunteer Leaders Series to document the nature and accomplishments of her many services to the community, particularly her key role in racial integration of the city's public schools in the mid-1960s and her tireless mediation of tensions between generations during the street demonstrations of 1968-1970. The memoir was made possible by friends and associates of Mrs. Sibley.

Nine interviews were recorded between 21 April and 3 August, 1978, with Eleanor Glaser and Gabrielle Morris as interviewers. The sessions were held midmorning in Mrs. Sibley's charming home on LeRoy Avenue just north of the University's Berkeley campus. In a preliminary discussion, broad topics for the memoir were outlined and Mrs. Sibley provided an extensive vita, articles she had written, scrapbooks, and other documents to assist the interviewers in planning specific questions. Some of these are included in the volume; others are in The Bancroft Library.

Smartly dressed with short softly-styled gray hair, Mrs. Sibley settled down to the recording sessions with enthusiasm. Although in her seventies at the time of the interviews, she was still deeply involved in community affairs and in managing the apartment complex developed with her husband, distinguished University Alumni Association director Robert Sibley, before his death in 1958. She often touched on current issues and their relation to earlier events, an indication that community well-being requires constant attention.

The interviews conducted by Glaser give a good picture of Mrs. Sibley's youth in upstate New York, Wellesley College days, marriages, and professional work as head of the Wellesley Alumnae Association. Her description of these years includes the joys of summers at the historic Chatauqua encampment and the warmth of family beliefs in trust, caring, and tolerance. The interviews on her Berkeley endeavors were carried on by Morris, who had worked with Mrs. Sibley on school board elections and committees and other projects.

The values learned from her parents continued to guide her interests, particularly in the YWCA and other youth organizations, later in organizing and chairing programs for the Community Chest and its collateral social planning council. The core of these values may well be a faith in God and a sense of purpose, which are discussed in the thoughtful introduction to the volume by Rowena Jackson, a mother and teacher who is herself a gentle catalyst in many Berkeley community concerns.

Values and experience combined to provide the broad base from which Mrs. Sibley ran for the Berkeley board of education in 1961, a time when the community's interest in major changes in its schools was growing. In this elective position, she quickly became aware of the gathering strength of Negro leaders concerned that their children were not receiving equal education nor counseling, a cause to which she responded readily.

Mrs. Sibley has written of the details of the city's school integration in Never A Dull Moment, commissioned in 1972 by Scientific Analysis Corporation for its evaluation of the Experimental Schools Program. This memoir provides a more subjective account of achieving a board of education majority dedicated to change in the schools, including election of Rev. Roy Nichols as the first black member; selecting superintendents to meet the needs of each stage of the process; and the massive campaign to develop a community consensus for the delicate undertaking of racial integration at all grade levels.

To C.H. Wennerberg, Neil Sullivan, and Richard Foster, she gives credit for the different skills each brought to his superintendency. Integration was not an easy process and included an angry recall election in 1964, which she and Sherman Maisel won decisively and which she recalls with more satisfaction for the effectiveness of their campaign than indignation over its unpleasantness. This campaign, she states, was "when I discovered that the board of education was a political job."

Elementary school integration in 1968 was soon followed by an elaborate experimental schools program, heavily funded by foundations and the federal government. The idea was to provide alternate educational options to raise the academic performance of minority children and to upgrade educational quality in general. Ruefully, Mrs. Sibley observes that the experimental schools perhaps followed too closely on the integration plan, giving neither integration nor experimental schools opportunity for full implementation, and without as careful preparation for community, teachers, and students as the earlier effort. She touches on problems encountered internally by the schools and by questions raised by funding sources and new, militant minority groups.

Throughout her decade on the school board, Mrs. Sibley's special gift was an ability to talk with young people and a willingness to spend untold hours visiting classrooms and student activities. As early as 1960, she had responded to the need for recognition of youth by organizing Appreciation

of Excellence in Youth, which makes annual awards for academic and creative accomplishment and also for overcoming unusual handicaps. When the antiwar and student rights demonstrations erupted in the late sixties, she made it a point to be accessible to street people and activists of every kind and to bring them together with community leaders to seek areas of agreement.

As a device for encouraging participation and providing an outlet for tension, she and several others started the Communication Council, which met weekly at the YWCA during the 1968 youth demonstrations and continued to meet as needed as late as 1979. Mrs. Sibley tells of a number of innovative social programs whose advocates found the encouragement and practical assistance to get started through the council.

Again and again the memoir, she refers to the many individuals and voluntary organizations that played a significant part in shaping the events she describes. In spite of this dedication to participation and process involving many, some have suggested that she has received more than her share of credit for school integration and other undertakings. The memoir gives evidence that this common complaint about public figures may result from her willingness to step in and get things started when a need appears and also to be a spokesman and representative for Berkeley and its schools during the turbulent 1960s.

At one point she remarks that she has always been "a great believer that things work out for the best." This optimism is something of a hallmark of those who, like Mrs. Sibley, continue their efforts to alleviate community needs in spite of the inevitable setbacks and disagreements of volunteer activity.

The transcript of the interviews was rough-edited in the Regional Oral History Office. A fluent writer herself, Mrs. Sibley reviewed the transcript promptly and made minor revisions and additions, deleting a few repetitious passages. Included in the appendix are samples of her writing, school board election materials, and other memorabilia.

Gabrielle Morris,
Interviewer-Editor

30 October 1979
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I GROWING UP IN A MINISTERIAL FAMILY

[Interview 1: April 21, 1978]##

Parents' Background

Glaser: Would you tell me about your grandparents and your parents?

Sibley: I had only one grandparent. I just always felt that I was very, very fortunate because I had wonderful parents. My father had been raised on a farm and his own father had died when he was four years old, so he had to be self-supporting almost and earned his way through the nearby high school in Albany, New York. He lived in a little place called Schodack, New York, which is a part of the country that was mostly settled by the Dutch.

Father, through the help of a very fine clergyman in whose home he lived, went through Albany High School and determined he wanted to go to college. I don't know how he did it financially but he earned his way through Princeton for four years and loved every minute of it; that was the class of '91. In later years we sometimes thought of Father as being a little "tight" until we really understood how hard he had worked for every single penny he had got and how careful he had to be about spending it.

He then went to Auburn Theological Seminary and became a Presbyterian minister. That's where he met my mother, who also was orphaned at an early age. Her father, I think, died when she was twelve and her mother when she was about seventeen.

Glaser: May I ask you what her maiden name was?

##This symbol indicates that a tape or a segment of a tape has begun or ended. For a guide to the tapes see page 302.

Sibley: Her maiden name was Mary Williamson Bates. She was a very warm, loving person who went to Wellesley for two years and, I think, got more out of it than most people I know got from any number of years in college. At the end of the two years she had to give up college so that the money available in the family could go to put her brother through college. The brother and sister were the most devoted adults that I had ever known (of course, I didn't know them until they were adults) because they really had supported each other in the fact that they were along together.

After Wellesley Mother went back to Auburn, New York, which was her home town (her father had been a physician), and she started a girl's school in her own home in order to use her education and also to make a little money. It was just called Miss Bates' School for Girls. I visualize it, although I never saw it, as a large, old, upper New York state house with several rooms that could be divided up for classrooms. She really loved the teaching part. All her life she was a teacher, although never with a teaching credential because they didn't have them in those days.

I think Mother never could have married anyone who wasn't a minister because she was very deeply religious, in what I consider the finest sense of the word.

Glaser: How old were your parents when they married?

Sibley: About twenty-six.

Glaser: Both of them?

Sibley: Yes, and I was the second child. I had an older brother who had no use for me until he became about college age. I was just a pesty little sister until then. [Laughs] Then I went to a Princeton prom with him at Mother's firm suggestion and I made the grade, so from then on I was all right. I also had a younger sister.

Glaser: What were the names of your brother and sister?

Sibley: My brother was Charles Elbert Rhodes, Jr., and we called him Elbert. My sister was Ruth Mary Rhodes, now Mrs. John Gratiot. Neither my brother nor my parents are still living. My sister lives down in Monterey and we see each other very frequently. We've always been close, right from the word go. Do you want to talk about her or would you rather go back to Mother?

Glaser: Whichever way you wish.

Mother's Activities

Sibley: I would like to talk a little bit more about Mother at this point. She was a real student of the Bible. After she and father were married for about twenty years, she taught a Bible class of two hundred women who never would miss a Sunday because she was so interesting and made the Bible so real for them.

Now, we had Puritan-background ethics in the family, where Sundays were very special. We didn't even do homework on Sundays for a long, long time. I remember a great aunt who lived with us at one time saying that it was very bad for us to call about social engagements. We rebelled about that because we felt we had a right to! But we kept Sunday as a very special day.

We always had a kind of dinner that would cook while we were at church. After dinner we sat around the fire in the wintertime and Mother read aloud to us from Dickens and all the authors she felt should be an influence in our lives. Then we would usually walk down to my grandmother's, because my father's mother lived in Buffalo where we lived, and spent the afternoon for a while with her.

I can remember so well, my chief memories of Grandma were her excellent cooking of baked beans and brown bread, and her looking like a little old lady. I'm sure she wasn't as old as I am when she died, but to me she seemed ancient--she wore her hair parted in the middle and pulled back and a little black dress with white flowers and a high white collar, always. Whenever we wanted to give Grandma something new, we either gave her a jabot or a little hat trimmed with velvet violets or pansies. [Laughs]

My father's half-sister was the one she lived with, but Father was her first husband's child, so she idolized him.

Glaser: How many children did she have?

Sibley: Just the two, my father and the sister by a second husband, whom she never referred to as anybody but Mr. Jones. I think he came into the family as a necessity to run the farm after the first husband died. Grandma couldn't have been more than twenty-one or two when the first husband died and left her with a four-year-old child. She was quite young. She loved to tell me the story of how she used to go with him on the flatboat, I guess it was, along the Erie Canal to the Hudson and then down the Hudson to New York to sell the farm produce. These were great times in her life.

Sibley: Father later wrote a little book, or an essay rather, called "The Journal of a Farmer," which was his recollection of his father's life. It was based on his father's diary. It's a perfectly charming thing. It really makes you know what good times they had with very few resources in those days.

I think we were raised sort of the same way because, as you well know, a minister's salary is never very big, but we had very good times. If we had a dance, and we had lots of dances in our house, the Victrola to which we danced was turned off at midnight sharp if it was a Saturday night because then Sunday came along.

Now when I say that Mother was religious in what I think is the best sense of the word, she not only lived her religion, the actions she took were such that she made us understand what she meant when she was trying to live up to certain ideals. For instance, during the depression when eggs went down to ten cents a dozen where we went in the summertime, Mother told the man she refused to buy them.

He said, "But why? I can't sell them any cheaper."

She said, "No, you shouldn't sell them so cheaply. This is ridiculous for you to have to surrender something you need because you feel that's all we'll pay." This was the kind of thing she did.

Mother and I went to New York every Easter vacation because my mother's brother was the minister of Spring Street Presbyterian Church, which is where the Holland Tunnel now comes into New York. It was an immigrant-settled neighborhood and had a settlement house next door, called the Spring Street House, modeled on Jane Addams' Chicago place (Hull House). Mother wanted to have us exposed (me particularly) to that atmosphere.

We lived on the top floor of the neighborhood house while we visited during the Easter vacation. I remember two things about it particularly. People like Norman Thomas, Charlie Gilkey, who was later dean of the chapel at Chicago University, and Ralph Harlow, who was a professor at the American College School in Turkey, were Union Seminary students and did their practical field work at the Spring Street House.

I can remember two things: one, we always went day coach and by the time I got a little older I thought how nice it would be sometime to go Pullman and eat a meal in the dining car. But Mother said there were more important ways to spend money than that. Later she came into some money because my uncle married a very wealthy woman and left Mother money. But she never would go any way but day coach because she could always think of a cause that needed the money more than she needed to go in a more stylish manner. So this was how she did things.

Sibley: I remember a story she told me that is vital in my life because Norman Thomas, as I say, lived at this house and worked there in the vacations we were there. Mother came home late one night from the theater and as she went by the first floor common room, she heard sobbing. She went in and it was Norman Thomas.

She said, "Norman, is there anything I can do?"

He said, "Mary, no. I have just learned today how most people around this part of the city live, and I have decided that I cannot ever do anything but try with all my strength to make it different." That was when he really decided on his career as a leader of socialism.

I voted for him two elections at least, and I still think he was one of the finest speakers and finest men I've ever known. I remember him saying that he really didn't need to run again because most of the things that he had stood for were now part of the American scene, like unemployment insurance and social security and help for the needy and so forth. That had a real strong influence on my thinking and it showed the kind of things Mother was showing us children as important in the world.

Glaser: Where exactly was the settlement house located and what were the nationalities?

Sibley: Mostly Italian immigrants. I can remember so well because Uncle Roswell had a housekeeper there, Mrs. Origgi, who came over not knowing a word of English. Her two daughters became, both of them, college graduates and extremely successful young people because of the interest shown in them at that particular place.

It was an interesting place to be and, as I say, it was modeled after Hull House. It was right next door to the church, which is gone now because the Holland Tunnel of New York comes through there at that particular part of town. I was there two years ago and looked for all the old familiar landmarks and they were gone.

I said we were sort of Puritan in our background, but we were also a family that had a lot of fun. I think the first car we had was in 1919 when I was seventeen. Before that when we went on picnics we would take the streetcar to the end of the line and have a picnic wherever we landed. [Laughs] Father was an inveterate canoer. He had a folding canvas canoe that he built himself and he took it with him on the streetcar or on his bicycle. Then he'd get to some stream somewhere and go fishing.

Sibley: I can remember so well his coming home one day telling us that he hadn't had very good fishing but he'd had a wonderful time shooting the rapids. I thought he said "shooting the rabbits" and I thought it was just too bad for father to go out and kill nice bunnies! [Laughs]

He also was an inveterate photographer. He had his own darkroom and took lots and lots of pictures everywhere he went. I think it was from him that I had reading inculcated in me (I read about two books a week and I always will, I'm sure) because Father had at least ten thousand books in his own library at the time of his death. He took the whole top of our house in Buffalo and turned it into a nice, big library. One thing he never could resist was a book agent. He bought books. He also edited books and he wrote a book called Effective Expression, which was later used as a textbook in the schools for teaching how to write well.

Mother did a great deal. Mother belonged to very few organizations but she worked at Memorial House, which was another settlement house in Buffalo. And she was a member of the Highland Park Literary Club, which gave papers.

Father started a club called the Buffalo Literary Clinic and for forty years was its president. They met once a month for dinner, about twenty men. It changed, of course, as they were going on through, and eventually my brother was a member. They would give a paper each time that they met, on something of literary significance. Father always had about three or four extra ready in case somebody didn't come through! [Laughs] I just wish I knew where those papers were; I would love to see them. I have some, but very few. He loved analytical writing and he gave up being a minister after he had had a church for three years because he wanted to teach. I don't know where he took his degree in teaching, but he must have taken it (he got a Master's). He taught English at Lafayette High School, which I later attended.

Glaser: How did he support the family while he was attending school?

Sibley: That's what I can't remember, because I was only three years old. But we didn't suffer. I think he must have done it at night after doing other things. That's the only way I can figure out. I don't know where; I think he must have gone to the normal college in Buffalo. It was before the University of Buffalo was really big enough to do anything like this, although he later taught at Buffalo University.

Summers at Chautauqua

Sibley: He also taught every summer at Chautauqua Institution, which is a marvelous place for young people to grow up. It started as a Methodist camp meeting and evolved into a cultural center for all the eastern United States. When one hears the word Chautauqua, I think people think of "Red Path Chautauquas," which were the little traveling "circuses" that went to the small towns to put on cultural events. But Chautauqua Institution really was a cultural event. It was on Lake Chautauqua, which is about seventy miles southwest of Buffalo. We always called it the misplaced Finger Lake because they're here and Chautauqua here. [Holds up hand to demonstrate]

They had a summer school, so it was a center of learning. They had great men. I've just been reading the biography of Ariel and Will Durant; Durant was one of the frequent speakers. They had somebody like that for a whole week every summer. They had the best ministers in the United States. I never heard a poor minister until I moved to a small town in upper New York state when I was married. They had a philharmonic orchestra which was made up of philharmonic orchestra people from all over the country whom they could get to serve. They had an opera that was run by the Juilliard School and they would put on operas there. They would use some local people, but it was mostly Juilliard people. They had what they called the Chautauqua Playhouse, which was really the Cleveland Playhouse transported to Chautauqua in the summer time.

There was never a night when there wasn't something going on in the amphitheater, which held, my goodness, how many? About nine thousand people, I guess. The Chautauqua Institution, as it was called, was surrounded by a big fence and you paid to get in the gate. I think the whole amount was \$15 for an adult and something much smaller for children for the whole season. That showed that you had a right to go free anywhere there. Later the plays and the operas, I think, you also had to pay for, but everything else was really free and really stimulating.

They had an athletic club for men. I remember the first job I ever had was working for the Chautauqua Girl's Club helping run the program there. It was mostly an outdoor athletic program, dramatics, and things like that. I remember I took a course in how to tell stories when I was about fifteen--I didn't get much deeper than that in education while I was there. Then later I ran the Young Women's Club.

Glaser: How old were you when you had this first teaching job?

Sibley: The first time I was about fourteen and then when I ran the Young Women's Club I was about eighteen. My successor was Mildred McAfee, later president of Wellesley College. I worked with her later, so it was very interesting. What we did was plan daily events because people came--many, many from the deep South, from Pittsburgh, from Cleveland, from all around New York state. They didn't know each other and this made a wonderful opportunity to get together. We planned outings for them and we planned discussion groups. It was right smack in the center of the assembly grounds, which made it a drawing card.

Glaser: Were these mostly ministerial families?

Sibley: Oh, no, no. There were a great many ministerial families. One of the things I found very interesting--Mother was particularly interested in foreign missions--there were two houses there where the missionary families could send their children in the summer. Many of them went to college in America and they had no place to go in the summer, so Chautauqua was where they were sent. Most of my "boy friends" came from Japan, and all these fascinating foreign places, because they were there in the summer time.

I don't know if you know Robert Elliot Fitch here in Berkeley. He's been a professor at the Pacific School of Religion, of Christian Ethics, and Bob is quite a person. He was one of three people in his family that I knew very, very well that came from China. But his mother came with him, so he didn't live at one of the houses for the boys or the girls. We really had a breadth of knowledge about the world because of this.

Another thing about Mother; there was never any racial discrimination at our house because Mother didn't believe in it. When anybody came through who had to be entertained and happened to be black or yellow, they always came to our house to stay because other people didn't quite know how to handle these things.

Glaser: How do you suppose your mother got that kind of an attitude when people around her felt differently?

Sibley: I think it was basically her own religion. She just felt all men are brothers and they should be treated that way.

I never saw a black person except those visitors (excepting a cleaning woman and then down at Memorial Chapel where Mother was on the board I saw little black children). But until I came out here I never had rubbed shoulders, so to speak, with any black people excepting these very exceptional ones who were traveling as speakers or as missionaries or as scholars. So I never had this feeling of inferiority on the part of anybody, and that was definitely part of the background in our home.

Father's Teaching and Writing

Glaser: What was your father's personality like?

Sibley: We didn't know Father terribly well when we were young. We got to know him much better later. But he was very busy because he taught, and you know what a teacher's life is like--dealing with young people all the time. He preached every Sunday of his life. He was very much in demand as a pulpit substitute so Sundays he was busy. Almost the minute he'd get home, he'd go up to his study and got involved in producing something in the literary field one way or the other or reading detective stories, which was his relaxation.

So, we saw little of him excepting at meal time--we always ate our meals together (this is one thing I cannot understand about today's families). We always had breakfast together and we always had dinner together and we had it on time. One reason was we always had help, although we were very moderately well off. But I think you got a maid in those days for something like--well, we found this in a little book that Mother left in notes: when Father got his first ministerial office and they were going to be married, Mother wrote to him, "Well, Charlie, I think it is wonderful that you have this offer, but I don't know that we can live on \$900 a year even with a manse because I am not a good cook and I don't know much about keeping house. Would you please hold out for a thousand?" She said she'd heard that maids were getting as much as \$3 a week.

Now, that is very revealing. Of course, by the time I was old enough to appreciate anything like that, they were getting considerably more. We almost always had colored help. We never called them anything but that, and they were friends. Then we did have two white girls, Annette and Lizzi Worms. I think Lizzi Worms is the most wonderful name I ever knew. [Laughs] I think she was German.

We always admired our father and I guess we loved him, but we didn't really know him very well until after Mother died because Mother was very close to us. After Father would go upstairs to read, we really saw very little of him excepting as a person at the school. I went to his school and everything I did was colored by this fact. If it's good it's because I was Mr. Rhodes's daughter, and if it was bad--oh, oh, oh--Mr. Rhodes's daughter, you know. This I didn't like. [Laughs] It was hard on us. But he was very much respected at the school and he was very much respected by us.

Sibley: But after Mother died (I was grown and living out here, so I was forty-five probably), we became very close and realized how warm and sweet a person he really was. But I think he had been a little diffident about the family. You know how it is. He was very engrossed in the things he did. He was an ardent Princetonian. He was a thirty-third degree Mason which we never realized is a very high honor. We always sort of laughed at his Masonic doings, which we shouldn't have done because they meant a great deal to him. As I say, he preached every Sunday and he had a full load.

He eventually was vice-principal at that high school and then was made principal of the biggest new high school in Buffalo. He was allowed to choose his faculty, the school colors, the songs, and everything; he loved everything. When he had assemblies in his school (and I think back at this), they were inspirational. There were great people who spoke and all the kids were supposed to come. They were meant to build a moral background, an outlook on the world.

I found a batch of his assembly programs and they were really very carefully thought out. He spent a great deal of time seeking out the best people to come and speak to his kids. It was a school of three thousand, so that it meant quite a bit. When I think how little we do about that any more, it seems to me we miss something.

Every morning after breakfast we would assembly in the back living room and have family prayers. We would kneel and this became very embarrassing to us kids. Sometimes our friends would come by to pick us up to go to school and see us kneeling and we didn't know how to explain this. To us it was all right, but we weren't particularly eager to have the neighborhood in on it.

Father had a book called Common Worship that he read from and then led us in prayer. It was a nice way to start the day. One joke in the family was that he ordered a new copy and when it came he was billed for the Common Warship. [Laughs] It was wonderful.

He had a rather quick temper and Mother did the disciplining except once in a while, and then poor Dad had to step in if we were really rambunctious. He and Mother both believed in our doing our school work well, and we did. We would gather around the big table in the parlor every night to study. Oh, Father built furniture too; he built the table we studied at. So you see he had very little time. We had a front parlor and a back parlor, and the back parlor was where we gathered. We stayed there until we got our homework done. It was never expected that we'd do anything else. We could play until dinner time, after dinner time it was homework; that's it.

Sibley: I really think this is one of the saddest things now. There isn't this family solidarity about doing the things you are supposed to do that we were brought up with. I don't know when my grandchildren ever do any homework. They seem to get along, but they don't do it this way. I have nine grandchildren and I said to one of them the other day, "Vic, did you ever do any homework work?"

"Ah, heck no," he said. "I got it all done at school." (Which I don't believe, but he got away with it.) He didn't do very well in school either, though bright as he could be. Doing the best you could was something we were taught from the very beginning. The way Father would put it was, "A Rhodes does things this way."

Glaser: Did you ever have any feelings of rebelliousness?

Sibley: Surprisingly, not too many. Once in a while we would, but they were about silly little things. I think we led a very sheltered life as well as a very interesting life, which may have been one reason why. We had interesting guests, we had interesting things to do, and we read a lot. I think I read at least three books a week and spent time in the library picking them out and taking them home all during grade school. We also played in the neighborhood. There were very few cars so we could play in the street. "Run, Sheep, Run" and "Red Light," all these crazy games, and roller skating, we did all these things all the time.

But the things we rebelled against were later when we were growing up and wanted to use lipstick, which Mother never said anything about. But my great aunt one day was driving with three of us in a car when we were about eighteen or nineteen and she told us that no one, but no one, used lipstick or rouge except "fallen women." We decided that this was it, so we turned to her and said, "Well, Aunt Ella, we're awfully sorry because then we're all fallen women." [Laughs] She said [gasps], "Oh!" But this was the kind of thing we rebelled against, being told we couldn't do things the other kids could do.

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Sibley: We didn't have the urge to rebel, excepting on the matter of little things. When I look back I think we were pretty restricted in what we were allowed to do socially. Mother was always wanting us to meet sons of her friends or the daughters of her friends (for my brother) and we never liked each other if we were put together that way.

Glaser: Were you inculcated with the idea of leadership?

Sibley: Yes, definitely, from the very beginning. Mother and Father were both doing things all the time. When I was about twelve I had a class of little boys at an orphan asylum, which I will never forget. I don't think the class was that good, excepting it gave them a chance to be very normal. I went down there and taught them all kinds of games to play.

I remember once taking them to our house on the streetcar, which was only about a fifteen-minute ride, and having ice cream and cookies and all kinds of games at the house. My remembrance (isn't it funny?) is one of the little boys looked to the other boys and said, "Jeez, wooden floors!" And that just told a whole story there. They'd lived with the cement floors of an institution for all their lives. They were an awfully cute bunch of little kids.

Then, as I said, I was on the staff of the Girl's Club because they needed some help. I pitched in the year I was fourteen and really worked like a beaver, hoping to get some money. And they gave me a lace collar for pay! I thought, "Oh, I thought I was going to have some money I could spend for a change." [Laughs] I did work in a gift shop in the summertime too and earned a little money, but what we got was peanuts. But then we didn't have to spend much either.

Glaser: Did you get an allowance?

Sibley: A very small allowance. I've forgotten how much it was. I know when we were little it started out a nickel a week and then it became a dime a week. I think before I went to college it got up to fifty cents a week. Then when I was in college at first I was given a lump sum that had to cover clothes and everything else.

Another thing about Mother, a very proud person in many ways and in some ways sort of snobby--but despite this, in order to give me my allowance when I was in college, she rented our guest room to a high school teacher and took breakfast up to her every morning. This was then sent on to me for my allowance all through college. Oh, how Mother hated to do that, taking the breakfast up and all the rest of it. But she did it and this, I think, is another important factor. When she had a problem, she met it. She was a very loving, very available to her children, kind of a parent. As I say, Father wasn't to begin with, but that relationship grew up later on and we were all very fond of one another.

Sibley: After Mother died, Father would come out here to visit my sister in Monterey and me here. My brother lived in the same city (Buffalo), so he saw him a great deal. Dad would stay with Ruth for three weeks and then she'd drive up and I'd drive down to pick him up at some place like Morgan Hill. I'd bring him here for three weeks and then I'd take him back. All told, he spent about six weeks with us each year after Mother died.

Father loved California. He loved the scenery, he loved the fact that all my friends lionized him, and he loved the fact that his daughters were very nice girls, this sort of thing. It was really fun to have this blossoming relationship late in life with Father. He lived to be eighty-two; Mother died when she was about seventy-seven.

Mother, a Victorian Liberal

Sibley: Mother was more the liberal thinker and both of them were very, very excited about Woodrow Wilson's candidacy for president. Father had had him as a professor at Princeton and he just thought Wilson was something. So I got, I guess, thrown into the political arena to the extent that I knew you were really careful about whom you voted for and you should use your influence to see that he get elected, because that's what they did.

Glaser: Were they Democrats?

Sibley: They were independent excepting when Wilson came along, and then I think they stayed Democrats. But one of the things I meant to mention here was that Mother was a great believer in liberal causes. She was one of the first members of the Urban League, she was one of the first members of the NAACP, she was a member of Women's International League for Peace and Freedom. Mother worked at these things and at the same time she was very Victorian in some of the things she thought were right.

For instance, when I would sit in the house with my legs crossed (we didn't have pants in those days), she'd say, "Carol, the queen of Spain had no legs." I'd say, "Poor queen!" This sort of thing! [Laughs] We were taught good manners and were expected to behave in certain ways.

I didn't appreciate what made Mother this way until about fifteen years ago I read a book written by a professor at Wellesley called The Victorian Frame of Mind. It showed how so

Sibley: many people of Mother's era were influenced by the manners of Queen Victoria and the liberal thought brought in at the time of Darwin. Mother was to me the epitome of this. She had the Victorian ideas of behavior (she had a warmth in addition to it), but Mother also was very intellectually curious. She believed in keeping up with the mainstream of thought in science and history and so forth. That book helped us understand her because it had seemed to me that they were very contradictory but parallel paths going along in her life.

Holiday Celebrations

Glaser: What were your holiday celebrations like?

Sibley: Wonderful! They were very simple but they were fun. For Christmas, for instance, we put up our tree the night before and decorated it and put our presents under the tree. We were allowed to open one present Christmas Eve, and we always gathered around the piano and sang carols, though none of us was a very good singer.

My mother was given a piano by her brother and I remember the time she got it. We all stood at the top of the stairs and she went down and played "Joy to the World, the Lord is Come." We marched down into the living room and were thrilled. I hated to take piano lessons and so did my sister, but we did. My brother played the mandolin, which many people thought was a "foul instrument." But he enjoyed it and we enjoyed it. Of course, we had a Victrola; Father loved good music and he got it that way.

We would always go to church on Christmas morning, and then we'd come home and really settle down to celebrating. We had a lot of fun. I remember we had a great big, red, shiny cambric stocking with tinsel all around it that we put all the little things in. We each had a chance to reach in and say, "Oh, this is for you!" and that sort of thing.

One of my favorite memories of Christmas is that when I was six (I have a great granddaughter who is six now and I have a hard time believing that I was so young at the time) we were going to put on a school program for the parents. I had been asked to say a little piece and I had a little muff about so big, a little brown muff. All I was supposed to say was, "I love little pussy, her coat is so warm, and if I don't hurt her, she'll do me no harm." [Strokes imaginary kitten]

Sibley: I was saying that to Mother two or three weeks before Christmas, rehearsing. Mother looked at me and said, "Your face is very red. What's the trouble?" I said, "I don't know."

So she took my temperature. I had scarlet fever and in those days with scarlet fever you were isolated completely. So my father and brother were immediately sent down to Grandma's. My baby sister, who was just about a year old at the time, was taken downstairs--we had a maid full time and she took care of the baby. Mother and I had a room with a large bathroom and huge closet at the front of the house. They hung sheets that were dipped in some kind of disinfectant. It smelled terrible.

Mother and I were cooped up there together for six solid weeks. The maid would shove the food under the door and then boil the dishes and so forth. Father and Elbert would come and stand outside the window and bring us the news of the day when I got well enough to get out of bed. But I was ill for Christmas, so Mother, bless her heart, sat in the great big closet off the bedroom and made paper dolls of every kind you could think of--paper houses, paper sleighs, paper everything, because everything had to be burned afterwards. My uncle with whom my brother and father were staying brought me a Christmas tree made out of toothpicks that he'd painted green--all stuck into a piece of cork or something in the middle--so that we could have a Christmas tree.

I had a very pleasant Christmas and afterwards they had a second Christmas just for me. They couldn't get a pine tree so they hung a black umbrella from the center of the chandelier in the front parlor and put the tinsel around the umbrella until it became gold. They put little red balls or green balls on all the spokes and had presents just for me about the tenth of January. Mother wrote a book about it, but never got it published, called Nan's Two Christmasses. I'll never forget it. [Laughs] I got the most beautiful doll and that's all I can remember: the umbrella turned into a tree and the beautiful doll.

But our Christmasses were very warm and very lovely. My aunt and uncle and their little boy and my grandma all got together with us at that time.

Thanksgiving was just a feast of good will. If there was anybody that didn't have a place to go, it was our house they were invited to. I don't remember too much about Easter except Mother didn't think it was necessary to serve hot cross buns. She thought that was pandering to customs that were not necessary. But we always had Easter lilies and we celebrated, of course, by going to church and for Good Friday and so forth.

Sibley: In the summer we always went to Chautauqua Lake. That was a wonderful place to go in the summer because we had such great friends and considerable freedom within the grounds because one could go anywhere. It was very safe. We all took courses or participated in some way. And every Sunday afternoon all the young people (about sixteen of them in our "gang," boys and girls), would meet on our front porch and plan the week. We'd go Monday on a picnic down Prendergast Creek. We'd go skating at some place on Tuesday and we'd have a picnic at the Hogsback another time and we never suffered from boredom. It was all inexpensive but loads of fun.

Glaser: Were you chaperoned?

Sibley: Oh, yes, but not always. For the picnics in canoes we weren't, but if we went dancing at Celeron or skating at Midway, we did have a chaperon. I had some college friends visit me, when we got to that age, and we all went up to Buffalo and Niagara Falls for a weekend and stayed at our house. There were about ten of us, I think, five boys and five girls, and then we did have chaperons.

I'll never forget one picnic with Mother going along in a little rowboat towed behind an outboard motorboat in a new dress she'd just made out of grey crepe de chine or some kind of crepe. [Laughs] So much water splashed in the boat that the dress shrank up to her knees and was ruined. It's awful to laugh at it. She was so pleased with that outfit and then she just never could wear it again.

Glaser: Were you taught to sew? Did you ever make your own dresses?

Sibley: Oh, Mother was not a good cook but she was a very fine seamstress and so we were taught. I never liked it too much but I did make all my children's clothes for years and slipcovers and draperies and things like that. I'm through with that now. I have a little arthritis in my fingers, and threading a needle is hard for me now. I just don't have to do it so it's one of the things I can't do. I love to do a house. I like the interior decorating kind of thing. I never think of it in those terms. When I came out here I lived in the big house and I turned it into six apartments after my husband died. [On the northeast corner of LeRoy and LeConte] I did all the planning and all the decorating for that and then I built this house a year and a half ago. I love to fix flowers. I love to read.

Glaser: Did you do the bouquet on the table?

Sibley: Yes, I do all of them.



Rhodes family in Buffalo, New York, about 1913:
brother Charles; father; sister Ruth; mother;
and Carol.



Charles Elbert Rhodes
circa 1940



Mary Bates Rhodes
circa 1930

Glaser: It's just beautiful.

Sibley: I used to do about fifteen bouquets in the big house, once a week at least, and I just loved doing them. But I have a garden I can get flowers from and that makes a great deal of difference. I never knew about arranging flowers until I got out here.

II SCHOOL YEARS AND STANDARDS OF EXCELLENCE

Studies and Extracurricular Activities

Glaser: To go back to your childhood, were you expected to do chores in addition to school work?

Sibley: Oh, yes, we always had to make our own beds. But if the maid was there, of course we didn't. She always had Sunday off and Thursday night off and then we did the dishes. We had a lot of fun over it. One of the best times we ever had visiting was over the dishes. We had a great big kitchen and, yes, we were expected to do chores. I don't remember its ever being a hardship, though. It was all sort of "just what you did."

Now, this is bragging and I really don't think that I was that good--in New York State you had regents' examinations which applied to the entire state and your papers were graded in Albany. I graduated not only at the top of my own school in grade school but also tied for first place in the city. (And I'm going to detract from this in a minute.) Then in high school I graduated top of all the city.

But I don't really think it meant much, because we were taught to the grading system. I don't think we were taught half as much to search out ideas and answers and do original thinking as is done in schools today. I think, as I look back on it, I was a good student in the sense that I did the things I was supposed to do. I was good at mathematics because it was easy for me and I loved literature. But the year that I got the highest grades in the city (they gave me a medal for it) they averaged your marks in Latin, math, English, history, and that was all. I also took German, which I flunked that year, [laughs] but they didn't average that in so that didn't influence the results. But I always thought that was a naughty experience because I think I should have been chastised for it.

Glaser: You didn't have any science classes?

Sibley: Yes, science was in there. I forgot science. I remember taking chemistry from a man we called "Fossil Bill." He looked like a fossil. Yes, we could have a choice between physics and chemistry or biology. I took chemistry then and I took the others when I got to college. But I really don't feel, when I say that I got these medals both times, that it meant that I was that bright. I found this out when I went to college because there I was just an average student. I was up against all the other girls who were valedictorians of their classes and I soon learned that there were many deficiencies in my kind of training.

We had to do source themes and do a lot of research when I got to college. We had to do a lot of independent work and that was, of course, an eye opener to me and one that I thoroughly enjoyed. But I don't think my earlier education had prepared me for independent thinking--I don't think I was superior. I made the dean's list my freshman year in college and then I just sort of did average work. I had a very good time.

Glaser: What were your extracurricular activities in high school?

Sibley: Well, in high school I always had some kind of volunteer job like the class of little boys at the orphan asylum. I was the secretary of the YWCA, which was a very good organization in our school. One of the things that we did was to go downtown to the Y every Friday night for Bible class, a bean supper, and swimming. Then we would walk home, which was about a mile and a half, and it was perfectly safe--nobody thought anything about walking home. Of course, there was a group of us, but I can remember walking down Main Street singing at the top of our lungs when we'd go home from those things.

I was very active in our Young People's Association in the church. When I was a little bit older, when I came home from college in which I minored in Bible, I taught a Sunday school class. Mother always referred to me as the fool who stepped in where angels feared to tread [laughs] because "I knew all the answers." I was very serious about it. I had a group of high school girls about two years younger than I. They thought I was wonderful and I thought they were great.

I really had learned a lot in college that I felt was important: not the theology but the teachings of Jesus. We had to take a required course, a whole year in Old Testament and then half a year in New Testament. I took an extra half year because I was simply fascinated by the professor. He was

Sibley: wonderful. He taught it that way, that you learned the teachings of Jesus, not the theology. Then we learned the Acts and the Apostles, we learned all about Paul's teachings and the spread of Christianity. So it was very interesting to me then. It was religion that didn't clamp down on you. It sort of opened you up, is the way I think I'd put it.

We had a lot of fun too. I mean we went to dances. I didn't have a great many beaux in high school. I did in the summertime and I later married one of them. But I was pretty busy and boys of my brother's age were the ones that I really liked. My brother didn't really want me in on his group so it was very funny. Most of the good times I had with boys were in the summer. Then when I got to college I just "had a ball."

Glaser: In high school were there any teachers who had a special influence on you?

Sibley: I think that my English teacher was a really remarkably good teacher. She was our faculty advisor for the YWCA and she's the one that I remember the most. My Latin teacher was an extraordinarily good teacher and so was my math teacher. I just couldn't miss being interested because they were so good. But as far as an influence upon my personal life, I wouldn't say so.

I belonged to a group called the Emersonians. We had two literary societies and one of them was the Emersonians. I've forgotten what the other one was. We had debates and we wrote papers. I think I was pretty active and I enjoyed it. Later one of the boys in that group became the editor of the Buffalo Evening News, which was the best newspaper in town. I've seen him a few times since. That was where we really had a chance to explore ideas, the debating part, and the gathering of news. I was on the school paper; I forgot about that.

Glaser: Were there sororities in your high school?

Sibley: Yea, but I was not allowed to join them. I was rushed for one and I thought I wanted to go into it, but Father didn't believe in them and he said no. He made this stance public, so no daughter of his could belong to one. I was sort of angry at that for a while, but as I look back on it I think they were pretty much a waste of time and I don't think I really missed a thing.

Now, when I was in Wellesley, in junior and senior year you were eligible to join what they called "societies." They were not regular sororities, but they had a house and you could go there with dates. You could go there for dinner and cook it yourself.

Sibley: In the societies we also had a work program. For instance, I was a member of Alpha Kappa Chi, which was the classics society. I really wasn't that interested in the classics but that's the one I was invited to join. We put on Greek plays and we did statues where they'd drape you with starched cheesecloth and stuff like that, and we had a very good time at them. But to get into those societies you had to have at least a C+ average and then you had to be voted in by the society council. I really went into that one because that was where most of my friends were and I preferred it that way. My mother and sister were in different ones and they could never understand why I wanted this one. I said it was because I wanted to be where my friends were. I thought that was the important thing.

Glaser: In high school did you have intramural activities, such as debating against another school?

Sibley: Yes, we did, but I have a very vague remembrance of those. I remember going to them but I don't remember participating and I know I did debate some. Of course, we had competitive athletics and we were very, very excited rooters on the sidelines for the team. It was one big city and we lived in the city, so we thought we were the best high school. I don't remember much more than that.

Parents' Literary Interest

Glaser: Did your mother have time to go to any school activities?

Sibley: She kept in touch with them very much; although Father was more our contact at the high school level, Mother more at the grade school level. She always did everything that a mother was expected to do and a lot more. She was very helpful with our homework, helping us think through what we should do in themes that we had to write for English and things like that.

Glaser: Did she share your father's attitude toward sororities?

Sibley: Yes. I think she might have weakened on it a little bit. She wasn't socially ambitious; she just knew that she came from "good social stock." [Laughs] You know what I mean. I've been getting a few revelations on this lately. I think Mother felt that she came from a more intellectually correct background than Father did because my grandmother said ain't and this Mother thought was very much too bad. It was polluting the English language. But Grandma was a country girl and that was it.

Sibley: Mother was invited, for instance, to join the Twentieth Century Club in Buffalo which was the women's club at that time, and she decided to turn it down because she thought her money should go to something else. She was often asked to be a speaker there. She was a very good public speaker. At college Mother had been a member of the Shakespeare Society, which was really the outstanding one of all the societies, and she was only there two years.

These things meant a lot to Mother but I didn't realize about Father's social life until I found out in reading (my sister and I have been sharing their letters that we found when we broke up the house). Father belonged to every kind of singing group, he belonged to debating societies. His girls, when he was at Princeton, were all either Vassar or Wellesley or one of the really good women's colleges. He went around with the cream of the crop! I mean I'm using this as an expression of the time. Father was apparently very popular with the girls but after he met Mother there was nobody else he could even look at. He just thought she was it.

He met her at a reception the first year he was at the Theological Seminary in Auburn and from then on it was Mary. And when he would address her as Mary, Mother would write to him and say, "Dear Mr. Rhodes, I think perhaps you should address me as Miss Bates, lest people think you hold me lightly." [Laughs] So I'm talking about Victorians!

Glaser: That sounds as if it came out of a Jane Austen novel.

Sibley: Exactly. Well, Jane Austen's one of my favorites, partly because I sort of grew up in that atmosphere, so to speak, and I've read everything she ever wrote.

Mother also was very eager to have us read the right books and I can remember she offered my best friend and me a quarter for every book of James Fenimore Cooper we read. We decided we didn't like him and we didn't earn our quarters. [Laughs] But we read Dickens and we read Shaw and we read Barry. Mother and Father belonged to a wonderful group called the Stratfords which started out reading Shakespeare's plays. There were about ten couples who met at each other's homes. When they met at our house we would all sit on the upper stairs and listen or try on the coats that the ladies left on the beds upstairs. After they finished Shakespeare they did Shaw and Ibsen, Barry, everybody who was a playwright at that time.

Glaser: But wasn't Shaw rather advanced for that particular time?

Sibley: This is what I'm saying. Mother and Shaw just saw eye to eye on a lot of things.

Glaser: That's surprising.

Sibley? Yes. She was very liberal in her intellectual life and very proper in her social life. But we always had a good time. We never were made to feel that we couldn't have friends over and have them drop in. When we met on those Sunday afternoons at Chautauqua to plan our week, the boys always made lemon sherbet, churning the old freezer, and the girls always made oatmeal cookies, and then we ate them. The boys played their mandolins.

I'll never forget, we had a neighbor next door at Chautauqua who rented one floor of the house next door who was an organist for a church in Pittsburgh. He left a note under our door one day saying that he would rather have garbage burned under his window than to have those tinkling mandolins and that cheap Victrola played! [Laughs] This is the generation gap that was going then. It wasn't bop music or rock music but it was the mandolins and the Victrolas.

Glaser: I didn't realize the mandolin was looked down upon.

Sibley: I didn't either, but we found out!

We did a lot of group dating when I was in high school but very little pairing off except, as I say, in the summertime. Mother was very insistent that we be in a certain hour. This restricted our lives a bit and then, of course, on Saturdays at our house we dropped anything at midnight and on Sundays there were no parties--well, we were allowed to make the cookies and have the sherbet and have a talk about the week. When we were at home--reading or studying or such--we were always told that we could stay up as late as we wanted to as long as we were able to get up on time to go to school or church in the morning and were at breakfast on time; we had to be on time for breakfast. I think it was 7:30.

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Houseguests

Glaser: I think you had some famous people come to your house, did you not?

Sibley: Yes, we did. We had people like Pearl Buck, because she was a great friend of Mother's through missionary work.

Glaser: How did they get to know one another?

Sibley: Through the mission field; Mother was president of the Presbyterian mission society of New York state. She was a real good program person and managed to get the best there was, partly because of our contacts at Chautauqua and partly through the mission field. Pearl Buck always stayed at our house, Norman Thomas stayed with us, and Charlie Gilkey, who was a very delightful person.

I can remember so well the time Mother went out West the summer following my sophomore year at college. She left firm instructions that I was to run the house and Father was not to have people over to dinner all of the time. We had always rented one room in order to increase our income, but we were not to rent a room and we would go out for our dinners. I would get breakfast and keep the house going. Well, the house wasn't much to keep going. It was a real nice rustic bungalow.

But somehow or other Father met two teachers who needed a room and so he rented it to them. I had to make their beds and do all that sort of thing. And then Father was a fisherman. He caught lots of muskelonge. They are great big fish. I learned every possible way there is to cook fish that summer and we had company for dinner almost every night. We sent the men's shirts to the laundry. (The men all wore white shirts, they didn't have these informal things.) The laundry broke down and for three weeks I did Father's and Elbert's white shirts until I was really exhausted.

Mother was simply furious when she got home and found I had been made the victim of all this. So she told Father she thought he owed me a salary and he gave me a hundred dollars. And I tell you I never saw anything so wonderful in my life as the hundred dollars I took back to college that year. It was worth all the agony because I never had had that much money in my life to do anything with.

Glaser: You didn't take your maid with you to Chautauqua?

Sibley: No. There wasn't room for her. We had four bedrooms and Father rented one. We had a tent out back that my brother could have friends in for. We were right near the lake and I had a canoe and went swimming. I always loved water sports because of that.

Family Relationships, Trip to Europe

Sibley: I better get to my sister. When I had the scarlet fever, I had very few bad effects; you usually have some. I had some little holes in my teeth, which I've since had corrected. They never knew my sister had scarlet fever, but she got it and contracted a double mastoid, which is very serious. My first recollection of her really as a baby was when she had her head completely bandaged. Then later there was a carry-over and she got it on the other side when she was about nine.

But my recollection is pushing her in one of those old straw baby carriages. We had a cat and the cat would sit on the end of the carriage, and I'd have the hood here [gestures] and Ruth with her head swathed in bandages. My penance for having given her scarlet fever (but I also enjoyed it) was wheeling her around and around and around the block. That was how I spent my afternoons for quite awhile when I was about seven or eight.

But Ruth was always the little sister and my brother adored her. She was young enough so that he could adore her without seeming to be a "sissy." My brother and I became great friends later, but at that time, no. Then Ruth never was terribly strong during those years, on account of her mastoids as much as anything else. She's fine now and we are great friends.

The year I graduated from college (this was after Mother had inherited a little money from my uncle), we all went to Europe together. Because we all were rather positive-minded people, we signed up on a tour. We picked a tour that would cover everything we wanted but at least we wouldn't have to argue about it--we'd just go. It was a wonderful family experience. My brother could only go the first three weeks because he had a job and he got only three weeks vacation. When he left us, he spent a week driving all over England and had a beautiful time. But the rest of us were together all summer and there were many young people. We had a perfectly beautiful time that summer.

My sister and I roomed together and we became special friends--she was sixteen and I was twenty-one and a half so that that was a wonderful influence for both of us. And it was a wonderful

Sibley: experience for Mother and Father because we all did everything together, excepting for one week. Fourteen of us joined another party run by the same man, who was a professor in Rochester, and we went off with a younger leader. We called ourselves the "peppy peppies," and climbed around in Switzerland, went to places like Grunewald and all the lovely spots, and just had a beautiful time seeing the country.

I had taken a marvelous course in art history my senior year and so going to the galleries right after I graduated was really a rich experience for me. I've had an itching foot ever since. I've been around the world four times. I've been to Europe about eight times, both sides of South America, all over the United States, the islands, and I don't think I'll ever get over the urge to travel. I don't want to get over it!

Glaser: In that first trip, what was it you enjoyed the most?

Sibley: Oh, I don't know. We were just entranced with everything except the meals. I think maybe Italy. We did Italy and France, Belgium, Holland, Switzerland, and England. It was ten weeks so it really was quite a long trip, and it was an eye opener in many ways. We just loved it. But now, this is Mother again: most of the people thought it was such fun to buy those straw covered bottles of wine. Not our family! We didn't touch anything that was hard liquor. Mother just felt that this was letting down the barriers pretty much and she wasn't sure we ought to do it, so we didn't.

I remember also we went to my father's thirtieth reunion at Princeton and it was my brother's graduation. We went to quite a few of the parties and Mother suddenly realized that what we were drinking wasn't just harmless punch. So she went up to Father and said, "Charlie, no more of that and I'll speak to the children about it." We'd been having a perfectly wonderful time--we felt great. We didn't know what it was either. [Laughs] We had never been brought up to know what liquor was. And, of course, smoking was absolutely out.

Glaser: Did women smoke then?

Sibley: They were beginning to. It was a sign of sophistication. I never smoked then. Once in a while I'd try one, as all kids do. I can remember when I had been married five or six years, and I had some friends over. One girl was a college friend who was quite sophisticated, so I decided I'd better be able to smoke. I practiced all afternoon in front of the mirror! [Laughs] That night after dinner when we were playing a game of bridge I lit a cigarette and stuck the card in my mouth and put the cigarette on the table and then the story was out. They knew I didn't really know how to smoke! [More laughter] I hadn't thought of that in ages.

Wars and Their Affect on Youth

Glaser: What was the effect of World War I on you and on your family?

Sibley: The effect of World War I was very real, but we didn't really know what war was like. We were patriotic. We sang "Over There" and I went out and sold war stamps and war bonds.

I'll never forget one incident that horrified my family. We had a marvelous professor of German in our school who also accompanied all our singing. Because he was German, he was booed and name-called and his life was made absolutely miserable. Mother and Father told us this was not what you do, this man has nothing to do with what's going on. We realized that, but it was pretty pervasive.

Boys who weren't in uniforms were frowned on because they were not patriotic. I remember one boy almost had a nervous breakdown because he wasn't in uniform--not that he didn't want to be, but his eyes were bad and he wasn't acceptable for duty. My bother was in the Navy and my fiance was in the Air Corps. Neither of them saw any duty overseas because they weren't old enough until the war was almost over. But we went through the pangs of this. To us war was important and glorious and it was to end war forever and that was the emphasis. Whereas when the second war came along--have you been watching "Holocaust?"* [Sighs] The most devastating thing I've ever seen. We really didn't know much about that, but I belonged to several peace groups that protested World War II for a long while. But eventually, because of what we kept hearing about what was going on in Germany, we thought we had to get in. I still don't believe in wars as an instrument of policy but after I saw Holocaust" I could understand a lot more about it. What else could they do?

No, I think the war was a very emotional thing for those of us who were of high school and early college age. Well, the war ended during my freshman year in college. Then in the second world war my daughter was in college and every boy she knew was in the war, and they all gathered at our house because I lived at Wellesley and was working at Wellesley then. We realized it wasn't just a jaunt, and then by the time the Korean War came along we realized more. Certainly by the Vietnam War we realized its horror and uselessness. All these things have always haunted me because I've never, never, never believed in them and yet what do you do except protest?

*A four-part NBC program shown on television during April, 1978.

Sibley: I was very sympathetic to the Vietnam War protestors at the time but I didn't like their tactics. But I believe that they were saying things that some of us hadn't said loud enough. Some of their tactics were effective I think. I'm in the midst of preparing a talk on the sixties for my 55th Wellesley reunion and so I'm very much aware of all the things we lived through here at that time. I've got a book on the sixties, and a book called the Twilight of Our Youth, and I also remember so much of what went on in Berkeley here because when you're on the campus as we practically are, you can't miss what's going on.

I really feel the young people of today are much more aware than we were. Maybe communications are different, maybe it's TV, maybe it's the exchange of ideas through the newspapers. In 1918 we were just caught up in the euphoria of war. I don't mean that it was a pleasant euphoria, but it was a euphoria that you've got to do this in order to have your country win. You've got to sell bonds, you've got to support "the war effort." I was even a farmerette and I was very active in the Girl Reserves. That's what the YWCA was called in those days. We were the reserve forces that would do the things that the boys at the front weren't doing. That's why they got that name. We would help take care of the social causes and help grow food and raise the war bonds to support the military. This was very pervasive all through the war. It started almost in 1915 and it was over in 1919.

Glaser: Do you think perhaps in your early years one just didn't question?

Sibley: I think we questioned the war and the government's involvement in it, but I think we were overcome by the propaganda, really. It was very pervasive; everything we did was colored by the war during the years I was in high school. No, I don't think we were primarily a protesting group.

Glaser: Someone like Norman Thomas obviously saw faults in the system.

Sibley: I was interested in the fact you should elect good people and you should approve of the things they stood for. I could express myself about things like that. I presume that was a form of protest, if it was against the status quo, which it was in the case of Norman Thomas certainly. My family were not just followers of the line, but I think we had enough opportunity to express ourselves at home and hear about things so that we weren't caught up in feeling we must rebel. I don't think I ever really felt, except about little social things, that I needed to rebel. I guess I was as much in the intellectual group as any, and yet none of us seemed to feel that way. When we got to college it was a little different.

Sibley: I think Berkeley High School kids are quite different from others because they're so close to the University. They're so caught up in what's going on there that they wanted to go down and join the Free Speech Movement marches and the anti-Vietnam War marches and things like that. That wasn't going on when I was young. I don't know whether it's good or bad but it didn't happen. But I have a great admiration for people who are willing to put their ideas on the line. I think it's very important we let them. [Tape interrupted by phone call]

Family Standards

Sibley: One of the things that I think is important in my family's sense of values is the whole problem of sex. We were just brought up to know that "nice girls didn't do certain things." I remember Mother telling us that when she was a girl and went on dates (girls wore hats then), she always had a hat pin and when a boy got fresh she stuck him with the hat pin. [Laughs] It just amused me about Mother because I never thought of a boy getting fresh with Mother anyhow.

But we were brought up to believe that sex was something that was accompanied by marriage, that you saved yourself for the day when you married the right person, and I think it was a darn good way to be brought up. I had a very heavy beau for all those years, whom I did marry, and we had a very happy life. But we never, never experimented with sex--it wasn't an area we thought about. You weren't told about your body and how important it was and we certainly never heard what an orgasm was or anything like that.

We didn't feel deprived. We didn't feel we were being shut off from something. I never felt that way at all and neither did my friends as far as I could make out. Of course, we were a pretty upper middle class people, not financially but socially. We went around with boys and girls from nice homes with a very strong family feeling. Most of my friends had that same feeling with their families. We went to a lot of dances, we went to a lot of partying. When I was in college I was a "prom trotter," and I never had anybody even suggest such a thing.

Glaser: What's a prom trotter?

Sibley: You went from one prom to another.

Sibley: Relatives [reading from list of suggested interview topics], well, I don't think any of them are that important. Uncle Fred was my father's half sister's husband and he was just a darling; he was awfully sweet to us. Uncle Roswell, mother's brother, was the great idol of our lives because he was the one who had the settlement house. He also was tremendously in demand as a speaker for young people's groups. He was an inspirational speaker. He was sent around the world by groups like the YMCA and he traveled and he would bring things back to us. For instance, here are two things that he brought back that I still cherish. He brought this from Japan [holds up small figurine] for Mother but I got it. It is a guardian at the gates of a temple called "Mishihaku Kan," dated 1185 to 1333. These tiny things, believe it or not, are shoes that were actually worn by Chinese women when they had their feet bound.

Glaser: That's a museum piece.

Sibley: Yes, I know, and it ought to be mended but I sort of like it ragged. I was telling my grandchildren about Uncle Roswell the other day and they said, "Well, that's just the way we feel about you, Nanna. You brought the world back to us whenever you want on your trips." It was nice that they felt that way. I hadn't thought of myself in that capacity.

I don't think I've said enough about church activities, because all of us were very active in our young people's associations, and it was an interesting and a fun kind of thing both. We had services on Sunday night but we planned sleigh rides and dances and things like that. So our social life really centered on the church until I went away to college. That had family approval, and it also had a sort of stabilizing influence. We had a lot of discussions about social problems and things like that. I could tell about my visits to Spring Street Neighborhood House. I'm just saying what my contribution was. We learned a lot from each other in those groups too. We played a great deal of what is now called bridge. We played dominoes. We used to sit around the dining room table and play things like hearts and flinch. A great big group could play, and we always sat around our dining room table on a rainy day. That's when we did it. We danced a lot and we danced cheek-to-cheek, too!

Winter sports--we had a Flexible Flyer sled and we lived about a mile from Park Lake and we'd go there almost every single afternoon to go coasting or tobogganing and skating. I was always a poor skater because my ankles were weak, but it was lots of fun and very healthy. Buffalo was a very snowy city. You've been reading about it in the papers recently.

Sibley: [In response to written topics based on Mrs. Sibley's essay "For My Grandchildren."*] What was meant by "seek no further apples"? When father was courting Mother he would bring her the most unusual flowers--he always brought her flowers or something. But this time he sent her a barrel of apples and he said, when she thanked him for them, "Why don't you ask me the name of the apples?"

She said, "All right, what is the name?"

He said, "Seek no further." [Laughs]

Your list asks what kind of money Mother came into. Uncle Roswell married a very wealthy woman, one of the New York Four Hundred. They were both quite along in life; he was forty I think at the time. He'd always been idolized by all the gals but had never fallen in love with any of them. As I said, she had lots of money, and when they got married, she just said that her money was his money, that she wanted him to do what he wanted with it. Great Aunt Ella, his mother's aunt who brought them up after their parents died, had been his housemate and homemaker up to that time, so they set her up in a separate apartment. This saved their marriage, I think, because Aunt Ella was very domineering (the one that was against lipstick and the rouge and everything). She really was a dear person, but to us, difficult. They set her up and gave her a fairly sizable income and when she died she left that to my mother. Mother was very, very generous with the money, giving to the settlement house, supporting the NAACP and missionaries abroad, or anything like that.

Glaser: Was she interested in any particular area, Africa or China?

Sibley: China, I think, primarily because of Pearl Buck as much as any other. It wasn't a great deal of money that she could spread too far. Father and Mother wouldn't let us take scholarships to college because after Mother came into the money they could afford it, and they didn't believe in ever leaning on anybody else if you had it.

About Chautauqua, I can remember when we moved into our summer home at Chautauqua, which was really a very nice house. It was quite good sized, bigger than I've got here, and the floor wasn't completely laid yet so we walked on boards. The bathroom wasn't in so we walked across the street to the Sherman Memorial Music Hall to go to the bathroom. [Laughs]

I can also remember we had only one bathroom and the house was always full of people and it was the only room in the house with a lock. When I got my report on entrance to Wellesley--I didn't even receive it until August and I was supposed to go in

*Copy in The Bancroft Library.

Sibley: September and everybody else had heard; they'd all not been accepted, all my friends, in the summertime. When my letter came, I dashed upstairs, locked the door of the bathroom, opened the letter, and it said, "It gives us pleasure." Then I didn't want to go down and tell them because I didn't want to be the only one who was going. It's funny how these things come back.

What did the good life mean to me and my parents? I think I've sort of described the good life. It meant a loving family. It meant participation in the life of the community. It meant if you were a Rhodes you should behave in a certain way. That sounds terribly snotty, doesn't it? It wasn't that way. It was the principle of the thing that was important.

The good life also meant having a lot of good times. I never remember our not having good picnics or expeditions of one kind or another. Especially when we were teenagers, but before that we'd go off on streetcar picnics which were really fun. That was Mother, Father, and us kids. It wasn't anybody else. We'd just go off by ourselves.

[Interview 2: April 25, 1978]##

Sibley: Last week I talked a lot about my mother being very religious and our having that kind of an atmosphere in the home and so forth, but I didn't want to give the wrong impression. When we were taught to pray, for instance (and we were taught to pray), we were never taught to pray for things. We were taught to pray for strength or we were taught to say thank you, this sort of thing. It was a relationship with someone greater than ourselves whom we wanted to relate to in a positive way. For instance, I can remember when I was first engaged I prayed, "Please let me good enough for him. God, help me be good enough for him."

Instead of the kinds of prayers most children learned, we learned a prayer called "Father, We Thank Thee for the Night." Do you know that one? That's a beautiful prayer: Father, we thank thee for the night and for the pleasant morning light, for rest and food and loving care, and all that makes the world so fair. Help us to do the things we should, to be to others kind and good, in all we do and all we say, to grow more loving every day.

Now, that's what we were raised on, and there was no hellfire and damnation. There wasn't anything like that ever, ever in our home; God was the God of love. I don't know where they got the moral attitudes against smoking and drinking, etc., the exact scriptures, but I think that was a long inheritance.

Sibley: I just didn't want to give the idea what we had was a cold, studied religiosity or anything like that. Theology was practically missing. It was more you lived by the principles you get from the teachings of Jesus about God and man. I think that's so important because so many people have been turned off religion because they think of it as the other kind of thing-- where you have certain specific beliefs that you have to hold by.

For instance, my family never stressed things like the virgin birth. I think Mother may have believed that, I don't know, but she never made me feel that was important to believe. I think she did definitely believe in immortality. I'm not sure what I believe about it. I just sort of think you make your way on earth and then whatever happens happens and I don't really much care. And you live on in the lives of your loved ones. I think she believed in the resurrection, but I think she believed in it as a spiritual rebirth rather than a physical thing.

In other words, I don't think she took everything literally. I just don't want to make her out as a person who did. She was very thoughtful, very loving, and very deeply religious, but these were the kinds of things that guided her.

Glaser: From what I remember of last week's taping, it came through that hers was a living religion.

Sibley: Good, I just wanted to be sure because I want to be fair to Mom. [Chuckles] We never called her Mama; she was Mother and Father was Father until later, and then we called him Dad. But Mother was always Mother.

Glaser: Did she refer to him by--

Sibley: No, he was Charlie. That Mr. business went on just during their courtship days in case people would think he held her lightly when he called her Mary. She thought she should be Miss Bates. But she called him Charlie in all her letters at that time. Those letters we had more fun about!

Parents' Deaths

Sibley: Mother was terribly worried about the fact that he was quite a smoker. She almost broke her engagement because she thought he had promised her to give up smoking and he didn't. Quite a few of her letters chastised him for saying he would do a thing that he didn't do, that showed he didn't love her enough to give up a thing like smoking.

Sibley: When Father died in 1950 at the age of eighty-three, he had a hundred pipes. He never smoked anything but pipes and they were on racks all through his study. He turned the whole top floor of our house into book-lined rooms and that was his retreat. All these pipes were there and we just didn't know what to do with a hundred pipes. Father never did give up smoking for Mother, but we never thought anything about it as kids.

Glaser: Then he maintained the family house after all you children and your mother were gone.

Sibley: For about four years. He hired a housekeeper and stayed in it until he died. He was over eighty so it was no surprise.

But we had the summer home and he used to go down there in the fall to put up storm windows because the squirrels got in and made a mess of the house. They'd get down the chimney and Father had to put on a grating. So he wanted to go a certain weekend and my brother, who always went down with him, couldn't go that weekend.

Father decided he would go anyhow, "by golly." So he went and put up all the storm windows and really got overtired. He went home and had pneumonia and died just like that. He always had a nice word for a pretty gal, and the last thing he said was to the nurses. Father was in an oxygen tent and he said, "You don't know how good it is to have my food brought to me by such a pretty girl!"

When my brother sent for us Ruth and I went home and we saw him first laid out in his coffin. He was a very nice looking man, as you can see from that picture. His hair was very white and he lay in his coffin with a bunch of bright orange flowers (I think they were marigolds; they may have been chrysanthemums) and a black ribbon with "Class of '91, Princeton" on it that his classmates had sent as their funeral contribution. He would have loved it so we thought that was great.

I started to write an article once called "We Had a Good Time at the Funeral" (I got it all outlined and I never did anything about it), because we did have a good time. We were very close together and we sat down and recalled all the things in our childhood that had gone on. We knew Father went quickly, and he had said the only thing he read any more with any interest was the obituaries because he had to find out which of his friends were left.

We had a really nice, quiet time, the three of us. I think it was the only time we've been just by ourselves. Of course, we had to divide up the furniture and we had to decide what went

Sibley: to whom--Father gave his library to his high school, except any books we wanted, of which we each took a few sets. Then we sold the house. My brother handled all of that because he lived right there in Buffalo.

But it was not a dreary, horrible experience at all because we knew Father was ready to go, and he was sort of happy to have had such a good time right up to the very end. He'd been able to put up those darn storm windows!

Glaser: And he hadn't suffered.

Sibley: He hadn't suffered, that's what we felt. He had gone just very quickly like that. I don't think funerals have to be sad if you've had a good relationship. The only time you have to be sad is if you had a bad relationship and you are feeling guilty about everything. Father went off in good style.

Mother was sick longer. I guess she had pneumonia at the end (1943) but in 1932 (the year Ruth was married) walking down our little dirt street in Chautauqua she fell. They were just mud streets, they weren't paved. A bee got into her hairnet and she bent backwards to hit the bee and get it out. She fell and broke her hip and didn't know until sometime later she had also cracked a vertebra in her back. So Mother had a really tough go. She had to wear a steel girdle and she had very tender flesh, but she never let it get her down.

Mother's Book

Sibley: Mother wrote a book after that and sat up in bed to do it. I found it two years ago when I was going through things. Mother had never had it published. She had had a copy made for each of her children because it was based on letters that she found in the attic of their old home. They were letters from the family in England, who were farmers, to the family in America who had emigrated in 1628.

She always felt that Nathaniel Hawthorne gave a very false picture of the Puritans, that he made them almost disgusting characters. Mother said she knew from the letters and from her own family that they had been loving, honest, God-fearing people, but God-loving people too. She felt that theirs had been such a happy home life, and yet it was based on the Puritan principles that she wanted to depict. So she did this book. She called it Edward Fenner, Ancestor.

Sibley: For a year I have been in contact with the Westminster Press, who are very enthusiastic about it. But they have not yet signed on the dotted line.

When Mother wrote it, it was the beginning of World War II. She got very nice comments from all the editors; whether they were just pats on the back, nobody will ever know. But she was told, one, it was too long and it would take too much paper and, two, it was too quiet a book for people who were looking for something more exciting at that time. So they had her redo it a couple of times in order to put in some more exciting scenes, which she did.

It is all about the French and Indian wars, and the serfs coming over from England and buying their freedom, and so forth, and the pine tree shillings, which I didn't even know about. The whole thing is a very true and loving picture of a growing family and their father and mother. The ancestor was a selectman in the Commonwealth of Massachusetts. It's very interesting.

I read it with dread the first time because I was so afraid I wouldn't like it, and I was just delighted with the book. I said to myself when I found it the second time, "I wish I had let Mother know how nice it was." Then I found a letter I had written her in which I did let her know. [Laughs] I talked to Ruth and my brother (he died about five years ago) and we decided that it was worth trying to get it published. So I sent little synopses of it to about ten publishing houses, none of whom were interested. Finally I sent a note to Westminster Press because of Mother having been a Presbyterian and a missionary society person and all. My parents weren't theologically Presbyterian. I never hear about predestination, which people think of when they talk about Presbyterianism. But anyhow, I wrote to Westminster Press and told a little about her and that I'd like to send them the book. They replied, "Send it." So I did and they wrote right back. They've had four people read it.

First, I had friends here read it. They were very enthusiastic, but I thought maybe that was because they were my friends. One of them said, "I read it because you wanted me to. I started in about 11:00 the other night and I couldn't put it down until four in the morning." Another one said, "This book must be published."

I tried to get it done in 1976 because I thought it was a good centennial thing. Now I'm pushing it on the grounds that it's a good "Roots"* thing because people are so interested in

*A six-part television dramatization of Alex Haley's book, "Roots," that appeared on the ABC network in 1977.

Sibley: their backgrounds. Anyhow, I don't know how that will turn out.

Mother did that the last four or five years of her life when she couldn't get around as well as before. I thought that was pretty good stuff. Of course, I think of her as being so old then and I'm as old now as she was and I don't feel old at all!

Glaser: When did she die?

Sibley: She died in 1944 and she would be 109 if she was living today. She was seventy-seven and I'm seventy-six. But having had that accident she had a little trouble getting around. The last thing she said to us (we did get to her before she died) was that she certainly hoped Churchill and somebody else would put Hitler in his place! She was interested in what was going on, which was pretty good when she had been sick for so long.

Interest in Dramatics

Glaser: Tell me again about your interest in dramatics.

Sibley: I loved to read and I loved plays. I really was never much of an actress but I did get parts in the plays. I played the old lady in The Old Lady Shows Her Medals and I played a colored nanny in another play.

Glaser: This was in high school?

Sibley: This was in high school. Then our church group put on plays and I managed to get a part in most of them. I thought I was better than I really was. But one thing that kept me interested was we did go to the theater all during the theater season at the Star Theater in Buffalo. Dr. Cornell, Katherine Cornell's father, was the owner-manager. I think we paid 25¢ and we went to everything there was. Mother thought this was a splendid experience for us. We could either go downtown on the streetcar, I think it cost a nickel, or we could walk; it was about two miles. It was sort of fun if you went with a group, and we just loved that theater. We saw all of Shakespeare, we saw a lot of Ibsen, we saw simpler things like Little Women, which we loved and particularly loved Katherine Cornell as Jo. I understand that's coming out again now. I forget who's playing Jo.

Then the next dramatics activity doesn't come until I was a young married.

II COLLEGE YEARS AT WELLESLEY, 1919-1923

Late Admission

Glaser: Let's move on to your college years. I was interested to know whether you had to work. I know you told me that your mother rented out a room.

Sibley: Yes, Mother did the work. [Laughs]

Glaser: Were you able to get along without working?

Sibley: Yes. You know how much it cost at Wellesley? It was \$600 a year for board, room, and tuition.

I told you that I got my notice of admission in August of that year. They have at Wellesley what they call a portrait gallery of all freshmen. You're supposed to send your picture in. I wasn't going to send my picture in until I got accepted. By then it was too late to get into the portrait gallery, so I was always a faceless person my freshman year. I decided if I didn't get in I'd say that I applied to several places, one of them Wells. Then I found out Wells had exactly the same admission exams as Wellesley, so that wasn't going to be a protective device. I found out I could have gotten into Cornell with a scholarship; my grades were good enough. But Mother wanted me to go to Wellesley. I'd gone back with her in 1915 to her class reunion.

Tower Court, the beautiful building that I later lived in, had been built to replace old College Hall which had burned in 1914. I was raised on the Wellesley fire benefits because the Buffalo Wellesley Club did benefit after benefit in order to raise money for the restoration. I remember the first time I heard Galli-Curci sing, it was a Wellesley benefit. I saw Maeterlinck's Bluebird because it was a Wellesley benefit; I saw Peter Pan because it was a Wellesley benefit. Mother felt it was perfectly all right to spend money for these things. One, they were culture and two, they were a benefit for her college.

Sibley: I told them this at Wellesley and they were very intrigued with it when they were writing their history of the college a few years ago for centennial year, and they did an oral taping with me for that.

When I got to Wellesley, which was the first time I had ever been away from home alone, I was sent with all kinds of strictures such as I shouldn't go out more than so many nights a month. My very, very special boy friend transferred from Carnegie Tech to M.I.T. because I was at Wellesley, and I knew perfectly well I'd see a lot of him and did.

We all lived in the village our freshman year, in rather small houses. Ours was the largest house with about fifty-five people in it, and we had just a wonderful group of people in the house. We had to walk to campus unless we had a bicycle. While I had ridden on boys' handle bars, I had never ridden a bicycle. My mother didn't think it was ladylike for a girl to ride a bicycle; also we had city transportation. So I bought a bicycle the first week and spent three days trying to ride it. I sold it back because I couldn't conquer it. [Laughs] So I walked from then on.

Courses, Extracurricular Activities, and Housing

Sibley: I can remember to this day some of the very fine professors I had. The funny part is that I majored in literature and history and minored in Bible, but I got my A's in things like science and math because they were much easier for me. I never got anything but an A in math or science. But I wasn't terribly interested in science. I don't have that kind of an inquiring mind. I loved the literature and I loved the history courses and I had marvelous teachers.

I hated French as I had hated German, and I don't think that they knew how to teach it. I'm not sure that they do yet. We had no conversation whatever. We learned the declensions and my vocabulary is not bad. I know the French words and I know the German words, but putting them together in good conversational French or German, I just don't do well at all. My French teacher liked me and I think she gave me too good a grade in my first semester. But I fell from grace by my second semester; I got B the first semester and then C. I just couldn't wait to give it up. But you had to pass a foreign language before you could graduate from Wellesley so I had to take it. I did pass it but not with any kind of enthusiasm or satisfaction.

Sibley: I was fascinated by a new approach to teaching English because we did source themes and a lot more research than I ever had to do in high school and learned the use of the library. I loved using the library. I'd always loved books but using the books was something I really hadn't done. I'd just been entertained by them before.

I was immediately made freshman song leader. I cannot carry a tune, but this made me an "important person" in the freshman class because we had step singing every night in the fall and in the spring and that meant I had to lead the singing. I could lead it because I had "pep" and rhythm, but I got somebody else to give the pitch. Then I could go along once we got the pitch because I knew the rhythm. It was great.

Glaser: What did you mean by step singing?

Sibley: The chapel steps. There were steps this way up against the chapel and then there were steps this way [gesturing]. The seniors were at the top in the back, the juniors in front of them, the freshmen on one side and the sophomores on the other. We took turns singing all kinds of songs and we made up songs. We had a lot of fun out of it. Because I was freshman song leader, I led the freshman serenade and also the sophomore serenade--because they hadn't elected the soph leader yet. That was my introduction to the extracurricular.

I loved getting acquainted with Cambridge and Boston. We went to the theater quite a bit. I'm not essentially musical, so I didn't go much to musicals in the city. But I did go to almost every play that came to Boston, which was, of course, a try-out town for New York. It was still inexpensive as I recall it. My special boy friend (I hate the word boy friend), who was later my fiance, took me to a lot of things. And we did things in groups.

I thoroughly enjoyed being on my own, and I really don't think that I spent as much time studying my freshman year as I should have because I just loved the freedom of being able to do things at my own pace. Wellesley had a lake and I love to canoe. I'd always had a canoe, so this was easy. In my freshman year I didn't live right on the lake, but in my sophomore and junior year I did.

At Wellesley, when you move from the freshman year into the sophomore year, you draw lots for rooms and for roommates. If you wanted to room together your numbers were averaged and then you applied--'this is my first choice, second choice, third choice.' Well, we had a wonderful group of ten who wanted to be together and we were all set when a girl on our corridor, whom we liked but

Sibley: who hadn't really been part of our gang, lost her mother. She went home for the funeral and while she was gone they drew the numbers and somebody had to draw for her. They drew one of the highest numbers in the whole group and I drew the lowest number in our group. So we had a little session and decided that we would love to have Kate Ludlum join our group. Since I had the lowest number I wired her, 'Will you room with me and we'll average our numbers?'

Well, what happened was really funny. There were ten of us and we had too high numbers to be all together. We didn't hear for quite awhile and two, four, six, and eight got placed on "the hill," which held very old dormitories. Because Kate and I had the highest number, we didn't hear until about a week before we went back. Then somebody withdrew and we got the best double room in Tower Court, which was really funny. We were crushed at being separated, the ten of us, but it was the best thing in the world because we made new friends and we always kept the old ones. And they're still good friends, all of them.

They were all not brilliant students but good students, because you had to be good to even get in. They were, I would say, from intellectually upper middle class families. But probably all of us were about on a par financially--not well-to-do but not poor. We liked the same kind of things. It was just a very happy, very young time as I look back on it now.

Minority and Foreign Students

Glaser: Were there minority students at Wellesley?

Sibley: There were five in our class only. [Tape interruption: telephone] They were always acceptable, but there weren't an awful lot of minority people who were prepared for a college like Wellesley at that time, which I think is the only reason. One of the most attractive girls in our class was Clarissa Scott, a very attractive black girl whose father was the editor of a paper in one of the big eastern cities. Most unfortunately she died about a year and a half after she graduated. Then another was a girl named Helen Wheatland, who made quite a name for herself in the education field. They're the only two whom I remember by name. I also remember sitting on a bench at a field day event with a Southern girl when Clarissa came along. The Southern girl got up and left. I was horrified that anybody would do a thing like this.

Sibley: Both these black girls were Phi Beta Kappa. They were a great revelation to everybody in that they were charming, bright, and they were completely accepted by most of the students. There was just a few hang-outs from the Deep South, but by no means all, and we had quite a few Southern girls at Wellesley.

Glaser: Was there any anti-Semitism on campus?

Sibley: I don't think so. It's always been a liberal college. I never knew of any. This is a cute anecdote and it might answer that question. Kate, the one who became my roommate, in her freshman year had roomed with a beautiful girl named Amalie Sonnenborg from Baltimore. Amalie and Kate were visiting one night and Kate said, "I'm a Presbyterian. What are you?"

Amalie said, "I'm a Jew."

Kate went right down and telephoned her mother in Brooklyn and asked, "Is it all right? I'm rooming with a Jew?"

Her mother said, "Well, you told me she was just lovely the last time I heard from you."

Kate said, "She is."

"Well," her mother said, "Then why don't you just treat it that way?"

They stayed friends always and we always loved Sonny, as we called her. She was a brilliant girl and beautiful. She looked like an Italian madonna. We had a couple of extraordinarily wealthy Jewish girls in our house but very well liked. There was never any feeling because they were Jews. The only thing, one of them came with six fur coats, and a maid who helped her unpack and then left. That was a little hard for us to understand, but she turned out to be one of the nicest girls you ever knew. She just loved getting into a democratic house--never strutted her wealth. Her name was Madeline Block, it just came back to me now.

Glaser: Did the school make any attempt to seek out poor students and give them scholarships in order to have more minority students?

Sibley: Yes, we've always had a very, very lively scholarship program. Later when I talk about my job I'll tell you a little bit more about that. But students were always admitted on their credentials, not on their money. After they were admitted it was decided whether or not they could get a scholarship, depending on how much scholarship money was available and how much the need was.

Sibley: We had two houses that were known to be scholarship houses, where the living was cheaper. At that time the girls waited on tables and took care of their own rooms. Now everybody waits on tables and takes care of her own room. So there's no differentiation and they are no longer designated as separate houses. But they were when I was there. Three or four of my very good friends lived in Fiske which was--I don't think the word is scholarship house but that's how I recall it. Two of our group of ten were from that house and they were daughters of a missionary.

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Sibley: Another thing about Wellesley that was interesting is that we had quite a few foreign students even then, and we had quite a few girls who came all the way from Hawaii to go to Wellesley. I can remember one of them writing our crew song and giving it an Hawaiian flavor. Students came from all over the United States. Fernande Baetens, I remember, came from Holland and Yoshi Kasuyo, who is still one of my very dear friends, came from Japan. She was a little older than the rest of us. We had about half a dozen Japanese and Chinese girls. Madame Chiang Kai-shek, of course, went to Wellesley.

Glaser: She would have been before your time, wouldn't she?

Sibley: I was working at the college when she came back in 1943, so I was her special guide and friend at that time. She was in the class of 1917 and a charming woman.

Glaser: Did any of the professors serve as a role model for you or have any special influence on you?

Sibley: I was very lucky because Wellesley history, literature, and Biblical history departments were absolutely tops. Well, the others were too, but these were the ones I was most associated with. Absolutely top people and inspiring, exciting teachers to sit under, and hard task masters too in many ways.

Bible was a required subject at Wellesley. You had to take a year of Old Testament and a half year of New Testament. This was part of the charter of the college. I enjoyed it so much that I elected to take another semester. The first semester was the teachings of Jesus. The second semester it was the Acts and the Apostles and the rest of the New Testament. That professor had a tremendous influence on me. His name was Dr. Wellman. I've forgotten what his first name was because we didn't call people by their first names.

Sibley: They have always filled the Biblical history department with the very best scholars and the best teachers they could because since it was a required subject, they didn't want the people to be let down. Whenever we had curriculum committees with students on them after that, they always said, "Never drop Bible as a required subject because we probably wouldn't have taken it and we would have been so much the poorer for it."

It didn't matter whether we were Jewish or Protestant or Catholic or anything else. It was taught entirely from a basis of understanding of--well, the Old Testament was pretty much history and the Psalms and the Proverbs and all that. But the New Testament was the teachings of Jesus and how Christianity spread. But it was never done in a way that could make anyone feel uncomfortable. I read a letter recently in the Wellesley magazine from a Jewish girl commenting that she didn't know how they did it, but they never made her feel "out" when they did this sort of thing.

Then we had (and I got active in it early in college) what in most colleges was the YWCA, but at Wellesley it was called just the CA because we were all young women. So we called it the Christian Association, and I worked in that all through college in some minor ways and then later in a major way.

Glaser: Were you active in the CA because of your religious background?

Sibley: I think that's what attracted me to it, but it also had a branch called the Community Service Department and I always had been interested in social work from having gone with Mother to Uncle Roswell's settlement house. [Tape interruption: telephone]

I worked at Dennison House sophomore and junior years with two different groups. I worked with a group of Italian mothers on their English and just having a good time. And I worked with a group of teenage boys, sort of an inheritance from my days with the orphan asylum. I enjoyed both groups very much. I commuted by train and would spend one day every week at the settlement house, which was later made famous by Amelia Erhart because she worked there before she had her aeronautical career.

Glaser: I assume this was Boston?

Sibley: Boston, yes.

Wellesley Values

Glaser: What values were transmitted by Wellesley?

Sibley: In the first place, I really think that everybody at Wellesley was made to feel that women had a role to play in the world other than just being a wife and mother, and if we had an education it was up to us to share whatever we had. The motto of the college was "Non ministrari sed ministrare"--not to be administered unto but to minister.

The choir loft in the front of the chapel (and Mr. Durant, the founder made this a part of the college charter) had a huge inscription, "God is love," and that had to be the theme of the first chapel service of every college year. Then it had in the chapel as well, a marble bas relief in honor of Alice Freeman Palmer, the young president of the college who really brought it into its fruition. The relief showed an older figure guiding a younger figure out into life. I think these things all had a symbolic feeling about them.

Because of my background I did go to chapel; it was not required. As at Chautauqua, they had the best ministers in the country as guest preachers. When I was there we didn't have a chaplain. They later had a chaplain who was also in charge of the social work program and a counselor. But when I was there, different students led chapel, mostly seniors, and faculty members led chapel.

Miss Pendleton was president when I was there. She was a very stately, elegant, scholarly lady but with a very wonderful, warm twinkle in her eye and a marvelous feeling that we didn't always know about. But when we got through we realized that she had a real influence on us and in our feeling of respect for women as women.

Wellesley has always discussed this and has always recommended that there never be a president of the college who was not a woman. It did not want a man. Smith had a man, Vassar had a man, all the other women colleges off and on have had men. But Wellesley has never had anybody but a woman president. I don't mean they tried to make us women's libbers. That was never even entered into. But we were always made to feel that we had a job to do in the world and it was connected with service and education. Those were borne in on us all the time.

Glaser: Was this in terms of volunteer work as opposed to a profession or a combination of the two?

Sibley: I would say it was a combination. But most of us in those days, unless we were going to be teachers or social workers, didn't think of the world beyond excepting as volunteers and parents and bringing up a nice family and so forth. I had several friends, though, in my class and the class before me who became doctors, and very good ones. In fact they graduated at the head of their classes in medical school at New York University. Several of my classmates became lawyers, several became missionaries.

Most of us of my vintage got married and had a family and did a lot of volunteer work. In my case, my volunteer work led eventually to a very good job, which I wish it could do for more people because I think it's good to have it happen that way.

We were encouraged, always, to take part in life. "Incipit vita nova"--Here beginneth the new life--was the motto of the college. Not to be recluses but to be in the mainstream, and I was encouraged in the same thing at home. But we still felt that the right thing for a girl to do, primarily, was to get married and have a family. I'm very grateful I did, because it never made me feel I couldn't do other things, I mean in a volunteer capacity. And I always liked to keep house. It never bothered me and I never felt put upon.

I had to do the chapel exercises very soon after I went back to college to work, and I did one on the foresightedness of the founder of the college, Mr. Durant, with his various dictates about the kind of college he wanted it to be. At that time women's colleges were quite unusual. Ours was founded in 1873 and I think Holyoke was a little older and Smith was about the same age.

Someone said to Mr. Durant, "If you expose your young ladies to this kind of education, they will end up in institutions and not institutions of learning."

Mr. Durant's reply was, "No, indeed, my young ladies will be exposed to learning but they will also learn to treat their bodies wisely. They will walk a mile briskly daily around the campus and row upon the lake!"

We had the first women's crew. I never was on it; my roommate was. Mr. Durant just insisted we should have courses that respected our intellect as much as the men's colleges did, and laboratory courses. It was very unusual in those days to have women take lab courses. By the time I came along, of course, everybody was doing it.

Glaser: It's like the Greek approach: a sound mind in a sound body.

Sibley: Right. But Wellesley had only one graduate school. They had quite a few graduate students who could come and take graduate courses, but our graduate school was hygiene and physical education. And most of the people that teach out here went to Wellesley's graduate school in HPE, as we called it. We hiked from the village where I lived freshman year over a mile to the gym. As a freshman you had to take gym and as a sophomore active sports were required--[Tape interruption: telephone]

Of course, our campus was an extremely beautiful campus and that did something for me too. I like being surrounded by beauty. I don't know how I'd do if I had to be surrounded by just drabness all the time. I think I'd try to make the drabness beautiful, but I might not be able to. But the campus is a rolling, hilly campus with a little jewel of a lake right in the center of it. I know when I'd walk up to campus the fields would be full of daffodils and wildflowers.

You had to take one active sport as well as gymnastics, and I had to take corrective gym because I was round shouldered and I hated it. Then we wore these great, huge bloomers [laughs] or knickers and stockings and middy blouses and heavy white sweaters that we bought from Spaulding Company, which we thought were very expensive. We fixed up our own rooms. They gave us the normal things, but we could put curtains up, bright cushions, pictures and bed spreads, things like that.

Social Life

Sibley: I did an awful lot of walking; I had to freshman year. Then after that whenever I had anybody up, we'd almost always walk around the lake, which was about a two-hour do and was fun. Then we had what we called "pit parties," which meant we'd find some place in a sort of a slate or stone pit and we have barbecues. We would walk over and cook our dinner. We had an awfully good time and very, very rarely spent much money. It was all there and we were all young.

We'd go to the shore for a shore party, and we did go in to the theater a lot. They had wonderful lectures. They had a national forum and an international forum. These clubs were responsible, along with the college, for bringing really good speakers on all kinds of subjects to the college. I really enjoyed that and went to most of them. I think of the wealth and riches that's here on the Cal campus and how few of the students go. It's mostly the people from the town.

Glaser: Have we covered the clubs you belonged to and your extracurricular activities?

Sibley: I really didn't belong to very many clubs. I belonged to the Christian Association and then when I was a junior I became a member of what we called societies. They were like sororities only they were local and you didn't live in them. They were just a gathering place in a very attractive spot. Presumably all based on your cultural interests but really based on your friendly interests. For instance, I was in one and the next year I was able to get my three best friends in who weren't in a society. That just sort of made a bigger group of our staunch friends.

You always hear about the roaring twenties. I went to a tremendous number of dances and I had an awful lot of fun. I never saw the seamy side of it. There never was any of that. I went to Dartmouth's Winter Carnival and I never met any nicer group of boys and girls. There never was any nastiness. There was never any sexual experimentation. I can remember reading that Vassar said that hardly anybody there was a virgin. So I asked all my friends and they said, 'Well, we never heard of such a thing. That's ridiculous.' I think somebody starts a rumor like that and it goes. I didn't know the whole college, of course, but I know that my own group of friends just felt that this wasn't the thing they did. And it did not hinder their social life, I might add. They didn't have peer pressure for this.

Glaser: Did you see any drinking during Prohibition?

Sibley: Very little; but if any, very moderate. Of course I was raised not to drink. I never did drink. I presume that if there were wild and gay parties, those weren't the ones I was invited to [laughs]. But I went to enough parties, probably as many as anybody in the college did, so that I didn't ever feel left out on account of being a "good little girl" sort of thing. We just enjoyed a simple, good, young--seventeen is pretty young when you start in there.

Mother used to write me that she was afraid that I was going out too much. I'd reply, 'Now, Mother, as long as I get my work done, leave me alone.' She wanted me to go out once a month with Paul, my later fiancé. I said, 'I'm going out with him once a week and maybe twice a week. I just can't see this other thing.'

She said, 'You have work to do.'

I said, 'I'll do my work,' and that was that.

IV MARRIAGE, CHILDREN, AND VOLUNTEER ACTIVITIES

Marriage to S. Paul Johnston, December 28, 1923

Glaser: Did you "go steady" with Paul Johnston?

Sibley: Yes, but I had a lot of other beaux too. I thought I was a little young to be tied down so completely to one person. He was always the one. The others were just fun and good friends.

Glaser: At what point did you get serious and decide to become engaged?

Sibley: We were serious because of the war. When the boys go off to war, they're pretty apt to ask you to marry them or wait for them or something like that. We were serious but we didn't see each other except in the summertime and then at college I saw him quite a bit. We announced our engagement my junior year and we were married the December after we got out of college.

Glaser: Had he been in World War I?

Sibley: Yes. He was in the aviation area and he had just got his training finished by the time the war ended. I was very lucky in my family. In the second world war when my son was scheduled to go (on one of the boats that was blown up), he got pneumonia, didn't go. My second husband was a lieutenant commander in the Navy, but he was mostly on shore duty. That was before I knew him, anyhow. But none of my children were in the war, nor any of my grandchildren. My son Jim was in the Navy and my first husband Paul was in the Air Corps. We were just fortunate.

Glaser: What did your first husband do for a living?

Sibley: He was an aeronautical engineer.

Life in Massena, New York

Glaser: When you married, where did you set up housekeeping?

Sibley: I had expected to live in his hometown, Pittsburgh, Pennsylvania, because at that time he was not an aeronautical engineer. He was an electrical engineer and he worked for the Aluminum Company of America. I don't remember whether he was electrical or mechanical, both I guess.

When I was a senior and we were planning where we were going to live, he wrote, "I've been transferred to Massena, New York. You've probably never heard of it, but there's a good aluminum company there. It's up in upper New York State."

So I wrote to my mother and I said, "Paul's being transferred to Massena and I've never heard of it."

She said, "You're going back to all your ancestors." The five towns in northern New York were Gouverneur, Potsdam, Canton, Ogdensburg, and Massena. Her family had all come from that area so that she knew those towns which made it very interesting.

My idea of living in a small town like that would be probably exchanging jellies over the back fence and using a red and white tablecloth on your table. [Laughs] Well, because of the aluminum company, there were loads of college-educated kids there. I went there at the time that Main Street came out, Sinclair Lewis's book. The girl's name was Carol and she went to live in a small town and lorded it over everybody because she was an educated girl. So I made up my mind, nobody was going to be able to say that about me.

We just had a very fun time, but it was sort of limited. There was no theater. There were movies occasionally. There was a nice library and the librarian became a very good friend of mine. She was a Mount Holyoke graduate a year ahead of me. We played a lot of bridge and we did a lot of very informal dancing. We took sleigh rides and tried to ski. It was so cold that if you went outdoors in the wintertime for any length of time--my husband had a rather large nose and he always froze it. [Laughs] It dropped to forty below zero. My children were both born there and I never missed a day taking them out in the carriage bundled up to here, only their little eyes would show. The carriages had ski runners instead of wheels on them.

We rented a furnished house to begin with. We got there about the second week in January because we were married after Christmas and went on our honeymoon. We got to Massena and it

Sibley: was so snowy. I was invited to a big party which was the do of the town apparently. I didn't get to it so I don't know. But it was so cold and so snowy that if we could get through to Main Street, they would have a barge pick us up. But if we couldn't get through we missed the party, and I couldn't get through so I missed the party. My husband went to work on snow shoes quite a bit of the time because we couldn't drive. Of course, I had been raised in Buffalo, which was a cold place too, but nothing like Messena.

The people were friendly and pleasant. We joined the Book-of-the-Month Club and the Literary Guild because we didn't have any bookstores in town that had anything good in them. We enjoyed the outdoors and I didn't have a family until I had been married a year and nine months, which is about what we wanted to do. Then I had a second child nineteen months later. It was a nice place to bring children up because it was simple.

Glaser: What were your activities before starting the family? Did you get involved in any organizations?

Sibley: I was learning to keep house a good deal of the time. [Laughs] No, I didn't. Later I did. Later I founded the College Club there because I thought we needed an exchange of ideas. My best friend from college other than my roommate came to visit me and I introduced her to a young man that she married six weeks later. Then she and I started the College Club up there and were interested in doing this sort of thing. I also was busy in the Dramatic Club. I was the producer. [Chuckles] I don't think I was very good at it. We took it on the road and we had a lot of fun with it.

I also taught a Sunday school class and I never was so exposed to awful preaching in my life. I could hardly stand it. I can remember trying all the churches in town because I wanted to have a family church. I went to the one church where the minister in all seriousness stood up and said, 'You ask me, my friends, do I believe in angels and I tell you that if an angel were to soar down from yonder rafter and hover over the congregation I would not be one bit surprised.' Well, this turned me off. I didn't go there again.

Another one I went to, the preacher talked about a father and mother god; he must have been exposed to women's lib. Also he was just wishy-washy. Then another one, when asked if he believed in eternal life, said, 'Well, if God made an elephant and he could live for three hundred years, He certainly must have thought man should live more than one limited span.' This was his religion. I got all these things thrown at me. I finally found a Congregational Church and that's when I became a Congregationalist.

Sibley: Oh, the Baptist minister and his wife, each weighing about 250 pounds, wanted to live a life that the whole world could see. So they had no curtains in their house and a great big sign in the front, "Bibles for sale." They would go out in their old Ford and he had to sit on the front seat and she had to sit in the back to balance it. They couldn't both sit on the front seat. This is very mean of me, but this is what I found in the religious life of this community.

I did teach weekday religious education because I had my background in Bible at Wellesley. I did that up until the time my little girl was born and then I didn't have time, really, because I didn't have any help. I had to learn everything. I went through the cookbook and learned to cook everything. I love to cook now. We couldn't get anything except carrots and canned goods it was so cold up there and there were no fresh vegetables. So this was really an interesting experience trying to learn to run a house with this sort of thing.

Glaser: In the wintertime did you have cabin fever from being stuck at home because of the bad weather?

Sibley: I didn't feel trapped because I've always loved to read. If you can read, it sort of makes life much more bearable. Also, my husband I were very much in love and we enjoyed each other's company. We loved to do the outdoor things that we did on the weekends. We would go up to the St. Lawrence River, which was just two miles away, and there were two little rivers that ran right through the town. We had a nice circle of friends right away. Paul had made friends. He'd been there for about six months before I got there and he was very attractive and a very quiet person, but he'd made friends already.

I was startled to find out that the people we knew who became our friends (and this wasn't because I was snobbish but because I had never been exposed to it before) were the grocer and the plumber and all these people who made the social life in Massena. I'd always just known the people who were the professors' and the ministers' sons and daughters and some lawyers' sons and daughters. But I never really had known the people whom we would now call blue collar people. Nobody made any difference about anything like this at all. It was a very nice experience.

Paul had lived in a boarding house where the man was our local milk man and they became our good friends. The local jeweler was one of the best dancers in town--I liked to dance with him. Then I found they had a combination of the furniture store and an undertaking establishment, which I had never heard of before, but that's how they ran it there.

Sibley: I had one experience that I thought was sort of fun. I was invited (because of my erudition, of course!) to be a judge in the contest, one of the big New York newspapers put on every year for high school kids, on the constitution of the United States. They held them locally, then regionally, and then statewide. It was just a little while before my first child was born and you could not get back and forth then by car because of the snow, already in October. So we had to take the train to Ogdensburg, which was forty miles away, and stay overnight at a hotel and come back the next day. This was a great extravagance because I think my husband's salary was something like \$2,000 a year; he went with me.

I had been taught that bombastic speaking was very poor taste, that one reasoned and put one's speech together from a point of view of trying to be persuasive and using good examples. Most of the speakers were the kind who declaimed. The other four judges were all people who thought that was just great. I voted for the one boy that I thought made a very reasonable, persuasive talk, and he got the fewest votes of any of them.

I was very discouraged after that about judging and contests, which I found is true. I don't always vote for the one the other people vote for. But that was a disillusionment to me because I had felt that we could really do something about getting the standard up, but didn't succeed.

I moved three times when I was in that town because the first house we lived in we could only rent for, I think it was, a year and then we moved into an apartment. There our backyard was the local graveyard.

Glaser: Literally?

Sibley: Yes, a nice little graveyard. We'd go out and read all the stones and we had a little balcony that looked out over it. It was very nice.

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Sibley: We had a 1919 Ford. We drove to Lake Placid and then to the Adirondacks. We were on the main highway between the Adirondacks and the Thousand Islands, so the country was beautiful, when you could drive. You put your car up the first of October and didn't get it out until the end of April.

Glaser: Did you get to Buffalo very often?

Sibley: No, we didn't go to Buffalo so much. But in the summertime both my family and his family had summer homes at Chautauqua, so we always went to Chautauqua Lake. I usually stayed a whole month and Paul would stay for two weeks. He'd take me and stay and then drive back home. Then he'd come to get me and stay for another week. I remember that I felt so--not unhappily pushed--but pushed because his family wanted to see us, my family wanted to see us, and we wanted to do things ourselves.

By the time we had the two children we were pretty tied down. We loved them, they were great kids. So I always felt if only we could do this in sections--a week with his family, a week with my family and then just have a vacation all by ourselves it would be great. But it was the right way to do it and we enjoyed it very much. We went to Chautauqua I think almost every summer while we were in Massena and then we moved to Pittsburgh. My husband being an engineer, we moved a lot.

Moves to Pittsburgh, Pennsylvania, and Westfield, New Jersey

Sibley: I really didn't do much in Pittsburgh excepting around my family because when you have two children nineteen months apart you don't have very much time. Oh, I belonged to a book club that reviewed books and I can remember how much fun I thought that was. I reviewed John Brown's Body by Stephen Benét, which I adored. And I reviewed two or three histories that came out about that time; one by Lytton Strachey. But that sort of kept up our intellectual life, if you can call it that. [Chuckles]

My husband's family lived in Pittsburgh and we lived in a suburb called Parnassus where the aluminum company was. So we spent almost all of our weekends in the city and we'd get to go to plays and concerts and things like that. I didn't do any volunteer work at that time; I had to wait until my children were a little older.

Then after we lived in Pittsburgh for fifteen months, came 1929 and the great crash. My husband gave up his job. He didn't get fired, but he gave up his job because he had been asked to work with a man who was writing an aviation handbook. This man had been a professor of his at M.I.T. and Paul really was fascinated by aviation all his life. He just loved airplanes and everything to do with them. He later wrote about four books about it. So Paul went to work for him in New York and we lived in Westfield, New Jersey. We were there for ten years and for that first year we had a very, very slim income. My great aunt died and left me \$2,000 and we used it up because we needed it

Sibley: just in order to live. By the next year we were in better shape, but our bank account was one of those that was closed when the banks closed. I think it had all of \$300 in it. We got back a hundred of it later on; it was a bonanza.

Then I got involved in the community a lot more because my children got into school. I had the time to do it and I became very active. I never was active in the PTA although I put on programs for them; panel discussions that I would get up on subjects such as do children really need parents and if so, what kind, or something like that. I belonged to the College Club and I started--I was the first president of the dramatic section of the College Club.

Glaser: When you say College Club, was this an alumnae club?

Sibley: No, this was like the AAUW. We just called it the College Club and we raised money for scholarships. I always was raising money one way or the other. We put on a play every year for a benefit and I worked on that. I never did much acting there. I did the make-up and the properties and some of the general coaching, but I never acted. We later formed a community players out of this group that grew out of the College Club.

Then at the YW I became chairman of most of the various committees, including the Girl Reserve committee. I was chairman of that, which ran clubs in the high schools, presumably to give girls an outreach into life, more than they got in social life. Then I was chairman of the membership committee and of the world fellowship committee and I was on the board. Then the board was very smart. They saw an eager beaver, I guess, and they sent me off to the regional conference in Hartford, Connecticut, as their delegate.

That was the first time since I had been out of college and home atmosphere that I really felt inspired. I had gotten awfully disillusioned with the churches in Massena and somewhat in Westfield and Pittsburgh. I found the YWCA really built on the social concerns of the church, of Christianity, and I was just gung-ho about the Y. I thought it was just doing a wonderful job. It sort of became my substitute for church in a sense.

The women that spoke and conducted the meetings to me had a breadth of vision that was very stimulating. I went back and they made me president of the Y. I was the youngest Y president in the United States. [Chuckles] Not that that was a great honor; it was a very small Y. Then I went to conferences and conventions and worked on the public affairs committee. I tried to see that the Y really applied the principles that I thought were important

Sibley: to the way they did business and everything else. So that was my major activity, plus I was also College Club president simultaneously.

Glaser: How could you do both?

Sibley: I don't know. I think I was crazy. [Laughs] I enjoyed it though. I was Y president three years and of those three years just one year overlapped with the College Club presidency.

Glaser: Did you have any house help at that time?

Sibley: I had a cleaning woman that came in off and on, not all the time. I moved from a small house into a large house that we were buying through the generosity of my mother and an aunt who helped us with the down payment. Then we kept it up. It was a beautiful house with five bedrooms and three bathrooms. We moved it.

My children, Mary Carol and Jim, were a joy, a complete joy. They always have been. I've never had any problems except enjoying them. My husband liked his work, and we had a very good group of young people that were our gang, so to speak. During the depression years when we would get together, we'd all just bring our children and put them to bed in the upper bedrooms of whatever house we were in. We'd bring whatever we had in the refrigerator and that was what we ate. Then we'd play bridge or dance or just visit.

Glaser: Did you at any time consider taking a job during the depression years?

Sibley: This was one thing my husband didn't like. I had two minor job offers. I can understand why he didn't want me to take one. In Massena they wanted me to be their dancing teacher because I was a good dancer. Paul said, "No, my wife will not be a dancing teacher." Also they asked me to be the assistant to the librarian and I did do it, substituting for her. I never knew a thing about librarian work but I learned.

Glaser: That was a paid position?

Sibley: No, that one I didn't do for pay. They wanted me to stay on but I didn't.

Glaser: That was in Massena?

Sibley: Massena. In Westfield I didn't have any job, nor did I want any. I was really busy between the children and their school and my husband. Every person that had anything to do with aeronautics from any country in the world came to our house for the weekend.

Sibley: We had more young Germans! Paul says now he thinks that they were probably spies. But we thought it was wonderful for our children to learn that Germans were human beings and not all villains. They were very nice young people.

I remember one of them, Fritz Wertensen who, when he left, gave us Anthony Adverse and inscribed it "to Paul and Carol Johnston in whose home every day is a holiday." I thought that was a very nice inscription. He was practically starving when he started to come to our house. He apparently had not had any money follow him to this country and he was just getting by, by the skin of his teeth. So he came every single weekend for quite a few months. And we fed him to the full when he was there.

Washington, D.C. and Divorce, August 1943

Glaser: Was your husband doing freelance writing at this time?

Sibley: Some, yes. He wrote several articles for the Saturday Evening Post. He went to Europe and studied the preparations for the war and wrote an article called, "Hitler Isn't Bluffing." He had gone into the underground and seen tables spread out with the letter paper, the typewriters, the pens, and the instructions of what to do in case of everything. It was a very good article and it was reproduced in Reader's Digest later.

By this time he had become editor of Aviation Magazine and that he did until 1940. In 1940 he had the offer of a job in Washington with the Civil Aeronautics Board and he went to work there. I didn't follow for six months. Jim was just finishing his sophomore year. He was twelve and Mary Carol was fourteen, and they loved their school, and I had the house to sell and all the arrangements. This was our undoing because he met another lady at that point.

So I spent one miserable year in Washington and became very active in the League of Women Voters and the Wellesley Club-- fortunately, because these two experiences led to my getting my job at Wellesley later. But I was there for fifteen months and it was a horrible fifteen months. The children went to school and I worked, as I say. I was chairman of the child welfare committee of the League of Women Voters and investigated every child welfare institution. By the time I had them all investigated I left town so I didn't do them much good, but it was a great outlet for me because I was interested.

Sibley: Also, there were marvelous lectures put on in the Shoreham Hotel, six at a time by the best lecturers on foreign affairs. I went to one whole series on Latin America and another whole series on the Orient that were very stimulating. Then I'd go down and listen in on the naval affairs committee meetings, things like that, and was very much interested.

I also took a course (this was all in fifteen months) at the Red Cross. I went down to take a course in something else and found out about their home service course. So I took that course and graduated from it. (That I used later when I came to Berkeley.) In Washington I went out in a Red Cross station wagon and interviewed people who had applied for dependency discharges or for disability discharges. I did this for about four months after being trained for it in Washington.

Glaser: As a volunteer?

Sibley: Oh, yes, as a volunteer.

Glaser: In any other volunteer activities did you receive training?

Sibley: No, I think it was mostly "on the hoof." For that one, I definitely took the home service course because I knew I couldn't do anything like this without training. But I think one of the best ways to learn volunteer work is to just get in and do it. I've always felt that a volunteer owed just as much to the job as she did if she were paid for it: that she needed to be prompt, that she needed to be thorough, she needed to finish what she'd said she'd do. That's always been my feeling. I think I learned that from Mother.

I enjoyed my volunteer work always. One of the things they got me to do, for instance, in Westfield was to write a pageant on the Girl Reserve history. That was fun for me because I looked up all this history and it was done in tableaux with recitations in between. It wasn't very wonderful, but anyhow it was something interesting to do.

When I worked for the Y, that was a real hard job. I learned how to hire personnel, I knew how to treat staff, I learned that kind of thing.

Glaser: When did you work for the Y?

Sibley: Well, that was when I was president of the Y, that was all volunteer work.

Glaser: That was in New Jersey?

Sibley: Yes, in Westfield. I had every kind of experience with that. I scrubbed floors and painted the little room that we wanted for the new executive. We got down and really did the work. I ran a course on sex education, believe it or not, (by then I knew a little bit about it [chuckles]) and family life education. But not what they do now; I liked what we did a lot better. We tried to hold the family together. We talked about family relations and the values that we felt should go in.

I was very much interested in foreign policy at that time and I'll never forget--I went down to vote in the Republican primary and I was a registered Democrat. I didn't know that you had to be registered Republican to vote in that primary. So I got interested in public affairs and what you did because I was really very dumb. I was one of the seventy-five Democrats in Westfield, a city of fifteen thousand, [laughs] which made interesting conversation. I think my husband was a Republican, although he didn't say much. He let me have my head.

Let's see, what else went on in Westfield? It was a very interesting time in my life. I went to two national conventions and learned great respect for the national board of the Y. I don't know if you know this but the Y was the first group that really moved in the direction of racial nondiscrimination. They would not hold a convention at a hotel that would not give full privileges and rights to the blacks, ever. Their credo included a statement on racial equality way back, long before other people talked about it, called the Inter-racial Charter.

The reason I'm saying this is when I went to that first conference in Hartford, you drew to see which leader you'd get on the subject that you wanted to take. I had not known too many well-educated Negroes; there were a few at Wellesley. I was looking forward to this discussion group and I walked in and here was a black woman leading the discussion. I thought, "Oh, dear, I wish I had gotten someone else." Unconscious prejudice? Before I had left that room I thought she was one of the most stimulating, interesting, articulate, and caring people I had ever met in my life. And that did something for me right then and there: never, never judge superficially.

The national leadership at the Y at that time was absolutely fantastic. Of course, we were right near it because we were in a suburb of New York and could get into many of the meetings. I really felt that it was a movement that should be furthered.

Well, after Westfield with the College Club and the Y and things, we moved to Washington and we were there just fifteen months.

V EXECUTIVE SECRETARY, WELLESLEY ALUMNAE ASSOCIATION

Need for Job, Securing Position at Wellesley

Sibley: In order to try and get a little perspective on what was going on in our private life, the children and I drove west with a girl I had met in the Red Cross course who lived in California. We drove across the continent and spent two months driving, three weeks in Monterey, and a little while in San Francisco, and so forth. Every night I wired my husband where we were and what we were doing. I sort of hoped he had gotten his problems out of his system by the time we got back, but he hadn't. So I decided I was going to apply for a job.

I thought I would try to get a job in social welfare, which is what I had always wanted to do. I found that I could not get into a social welfare school because my senior year at Wellesley I had earned a 'C' in economics because the teacher didn't like the fact that I was having such a good time. I had told her I was going to cut a class because my fiancé was going to be in town. The dean and all my other teachers had given me permission but she assigned me a topic for that day.

I said, "But Miss Mill, that's the day I told you I wasn't going to be in class."

She said, "All right, you can either do the topic or you can take a zero."

So I took a zero, and my mark went down from an A to a C and seventeen years later I couldn't get into a graduate school of social welfare. They were begging for people within a couple of years, but when I started it was before the war broke out.

Glaser: Would they give you any credit for all the years of volunteer activities?

Sibley: Oh, no. They do now, I think, but they didn't then, not a thing. So I was really disillusioned.

Glaser: Where had you applied to get into graduate school?

Sibley: I applied in Washington at Georgetown. I applied in Chicago. I applied in, oh, about four places. But the funny part is--this is one way I met my second husband. I did work very hard. I had to do things. I was chairman of a benefit for the children who had been bombed out of Europe. We put on--I don't remember the play now--it was something like Maeterlinck's Bluebird. We got the diplomatic corps people to come and buy tickets and we had parties beforehand and we raised a lot of money.

Because of this I became sort of celebrated in the Wellesley Club in Washington. They sent me as a delegate from the club to [alumnae] council, which is held every year at the college, and paid my way. While I was there I went in to see a girl who was running the placement office. She had been the beneficiary of one of the scholarships I had raised when I was in the College Club at Westfield. I told her I thought I would be looking for a job shortly, I wasn't sure. This was before I went west for the summer.

I said, "Keep me in mind." I told her that I was probably separating from my husband and I said, "You know what I'm like."

She knew me very well and she said, "Oh, Carol, there must be something for you."

I said, "Well, I don't know where it is." As soon as I got back from California, I called Ruth on the phone, because it was very obvious to me we were going to separate.

She said, "Oh, Carol, I have just the job for you, absolutely the job for you. They need a new executive director of the Alumnae Association. It can use every one of your talents--your writing talent, your speaking talent, your organizational ability, and the fact that you're personable and will be acceptable to the alumnae at large. Grace Hynds lives in Scarsdale and I will call her. She'll make a date with you and you go in."

I went in and she interviewed me in the ladies room of Lord and Taylor's in New York City and at the end of the interview she said, "This is the fifty-second person we have interviewed and you're the one we want. I would like to make a positive recommendation to the board that we hire you. It is meeting in Washington"--which was very lucky--"next week and I want you to go to the board meeting and have an interview and we'll make a

Sibley: decision. I suggest you even go to the railroad station and meet Marguerite Church, who is the president of the Alumnae Association and coming in from Chicago, and visit with her on the way up to the club."

So I did and they talked to me awhile and then dismissed me. Then they called me back and said, "We unanimously would like to have you, but we feel that the college president should have the last say. There may be a little problem about your being separated from your husband."

I said, "Well, that's why I want the job."

So I flew up to Wellesley and called Miss McAfee. I had an interview with her. I told her about my marital condition and so forth, that I had two children, that if I got the job I wanted to immediately make school arrangements for them and find a house. She said, "I'll call you later this afternoon." So I went over to my roommate, my Kate, who lived in Framingham Center. Her little girl, who was about fourteen, answered the door. I said, "I'm dead tired. Where's your Mom?"

She said, "She's out. She'll be back. Come on in and I'll make you comfortable. Come up to the guest room and get under that nice woolly robe and you'll be all right." So when Kate came home, she came in and said, "Now, don't wake up until suppertime and I'll call you." We had supper and the phone rang and it was Mildred McAfee. She said, "Mrs. Johnston, the college would like to inform you that we would be proud to have you work with us."

Well, I burst into tears, of course, having thought that I would be rejected. So anyhow, I stayed around for two days and got both the children registered in private country day schools. I knew I had to work and I knew I could not worry about where they were after school as I would if they went to public school. So I got Jackie (Mary Carol) into Beaver Country Day School, which was just the right place for her. It was progressive and creative and she's that kind of a person. I got Jim into Rivers Country Day School, which was more traditional, really a prep for Harvard and highly disciplined and that's just what he needed.

Glaser: When you say day school, does that mean they--

Sibley: They were home every day.

Glaser: How did you manage the cost of this?

Sibley: Jim got a scholarship and I wasn't as stuffy or generous as my family was. I said, "If you get a scholarship, we'll take it." But my husband did give me child support. I refused to take alimony, but I did take child support. So I got \$150 a month for each child. That paid for their schools and I paid for the rest of it.

I had a tremendous salary. I got the same as the associate professors. This was in 1941 and I got \$3,600 a year, which was considered a very good salary for a woman. I think the gal who has my job now gets twenty thousand, but that's what I got then. I was sort of annoyed with them because they wanted to live within the budget. They asked me if I minded taking just \$2,700 for the first three months until their new budget came in and then they would raise me to \$3,600. But that's how women operate, I've discovered. They're very chintzy about budgets. Anyhow, I later had to raise all the money so I knew why they were chintzy about it.

Parents' Reaction to Divorce

Glaser: Can we talk about your family's reaction to the separation?

Sibley: I'd love to, because it's a beautiful reaction. I don't know if this belongs in the history, but it's really a very real part of the history. I didn't tell my family about any problems at all until I got my job, then I wrote about a twenty-page letter. They were out at my sister's in Monterey and Ruth knew about it. I said, "Read this letter and when you think it's the right time share it with Mother and Dad."

I told them I had a job, that I was leaving Paul, that I had gotten the children in school, and so forth. I think Mother and Father may have been a little bit aware because Paul had not been very nice to them, and he had always been. They just adored him and he adored them. But the last time he was there he had a guilty conscience and he just did not treat them the way he ordinarily would treat them and they could feel the difference. But we had never said anything.

I was going to get a little new car. Paul said I could have the old one and trade it in. So I was down at a car shop. I got a little Plymouth coupé. I had to have a car at Wellesley (but I didn't ever get enough gas to go anywhere except within the borders of a very small place). My mother-in-law lived with me for the ten years I lived in Westfield and the time in Washington, D.C. When I was buying the car she knew where I was and she called

Sibley: me. My mother-in-law was a very difficult person in many ways. She was very gifted and very talented and she knew the one right way to do everything, which was very difficult to live with. Anyhow, she called me when I was down at this place where I was getting my car and said, "You must come home at once."

I said, "What's happened?"

She said, "You've undoubtedly killed your mother."

I said, "What do you mean I've killed my mother?"

She said, "Well, you have a five-star telegram here and they always mean death." I said, "Open it and tell me." She said, "One doesn't open five-star telegrams for other people."

So you can imagine my state of mind. I dashed home. I went up to my room and I locked the door. I opened the telegram and this is what it said: "Complete understanding, absolute confidence, unbounded love, Mother." What could you ask for more than that? That was her attitude right along. She hated divorce and she didn't like to think her daughter was involved in a nasty thing like divorce, but that was her reaction and I've kept that telegram, believe me, and the letter I wrote. I've always thought that was the most wonderful expression of trust and love that anyone could possibly have. I don't very often do this. [Wipes away tears] I'm sorry.

Glaser: Especially at a time when, as you said, you felt so rejected.

Sibley: Yes, it was beautiful. After I had been at Wellesley for about a month, Mother and Father came and visited me and they saw where I was living. They saw that I was being beautifully treated, that I was being treated as a real member of the college administration and not just tucked off in a corner. I had a beautiful suite of offices and everything was very, very nice and I just loved my job at Wellesley.

Functions of Job

Sibley: It was a great job. And I got it because of all the volunteer things I had become skillful in. That was really it. I went on speaking tours. I wrote one article--(I better give it to you because you might enjoy it)--"Twenty-Two Cities in Thirty Days" with about three speeches a day. The war was on and they wanted me to go out and carry the college to the graduates. We started an

Sibley: admissions program that we called (the head of the admissions office and I dreamed it up together) the Acquaintanceship Program. We were to acquaint girls in high schools and private schools who had liberal arts education ideas with how they could get into Wellesley and what was there for them--never any pressure, but explaining it, and I loved this.

I traveled all over the United States on troop trains during the war. I got bumped off of airplanes. When I registered the children in school (one reason I put them in private day schools), I told them that I'd have to travel because that was one of the things Miss McAfee had told me she thought I ought to do.

I'd always go upper berth and one time she was on the same train. She said, "What are you doing in upper berth?"

I said, "Saving money."

She said, "You get right down out of that berth and get in a lower berth. Nobody from Wellesley travels in an upper berth when they're out on the road for the college." [Laughs]

Glaser: Didn't you have trouble getting travel arrangements?

Sibley: Oh, yes, but I got hold of a wonderful travel agent. I sometimes rode on back platforms and day coaches and all kinds of things. And I got bumped, that was my trouble. I didn't have so much trouble getting on, but I got bumped quite often and that made me learn to be a good traveler. Anyhow, I arranged with the private schools that my children should be taken care of either at the school or in private homes while I was away.

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Sibley: One of my new duties was getting out the Wellesley Record, which was a list of all the alumni and what they had done, who they married, where they lived, what children they had, etc. That was in 1942. I had a staff doing it, but I had to supervise and enjoyed that. Then we got out the Wellesley Magazine, which was really a very nice magazine. At that time, I guess we got it out six times a year. Now they just get it out four times a year. I had an editor and a business manager. I had to supervise all club activities, all money-raising activities. I had a staff of twelve. I had my private secretary. This was something I had never had had. This was when I learned to dictate.

Glaser: Did you enjoy fund raising?

Sibley: The kind I did I enjoyed. I didn't actually ask for the money. I made the background talks and then we had follow up.

Glaser: Had you done fund raising as a volunteer?

Sibley: Yes, I had done fund raising before. What I did was try to make people want to support the college, and then the follow through came from the funding office. But I was the one on the road that was always talking to alumnae, answering their questions.

I've got three or four articles that I think you might like to read. They're up in the attic, but I can get them out before our next taping. One of them describes this twenty-two cities in thirty days and one of them is a summary of my life as the alumnae executive. The girl who wrote it up did a most flattering job. I've always liked that article.

Then when Madame Chiang Kai-shek came to Wellesley, I had charge of her visit, which was very exciting. I also wrote the article about it for the magazine. I remember it was one of those horrible snowy nights and we had federal guards sitting in the snow on the roof of the dormitory in which she lived. We imported her silken sheets for her.

Glaser: Was this the year she came to address the Senate?

Sibley: Yes, and she was considered the greatest woman in the world at that time.

Glaser: What year was that?

Sibley: I think it was '42 or '43. I've got the article, I'll find it. I started the article by "Boston took Madame Chiang Kai-shek by storm and vice versa." They had to carry her from her car to the Alumnae Building where we were having a party. We'd invited all the members of the class in '17 to come back for that party and they were to bring the tea cup that she had sent each one of them as a gift from China. Then we served tea in their tea cups and she spoke to them. I had a wonderful time.

The only thing I couldn't go to was a Phi Beta Kappa meeting because I wasn't Phi Beta Kappa and she was. But everything else I took her to and accompanied her. She gave a fantastic speech in the Alumnae Hall. She walked around the campus with the kids trailing her like the Pied Piper of Hamelin. She was just a charming person. At that time, she said to me, "If you ever come to China, I want you to come and see me." So that's where I got my idea for my moon window (in my new home) because I went to the palace to see her many years later and there were moon windows at each end of her palatial living room.

Sibley: The job was a wonderful morale-builder for me because I visited and was made much of in all of the clubs across the United States. At the college they did a wonderful thing. They let the alumnae executive sit in on the academic council without a vote. So I could hear all the debate and know all the reasons why, for instance, they did not want to become a three year college during the war. They didn't think it was a good thing to do. But it was wonderful for me because as I tried to interpret the college as I went on these trips--and I covered every state in the union, I got to every prep school in the United States so it was real fun--I knew what was going on academically. I had heard the conversations and I had respect for the reasons for this.

At that time, Mildred McAfee was made head of the WAVES and the college was run by a triumvirate--the senior alumna trustee and the two deans, a dean of students and a dean of faculty. My relationship with them was just great. They just took me right in. I don't mean I ran the college. I was accepted completely by it.

I moved from the first little house I lived in to a very, very nice house. I took in a graduate student to help me pay the expense and also with the understanding that when I went away the graduate student would be there so my children would have somebody older in the house with them. It worked out very nicely. I had a lovely little colonial house with a picket fence and a lilac bush and that sort of thing. And I could walk to work very easily.

Then I ran commencement; I ran Alumnae College--with help. I don't mean I did it single handedly. But these were my responsibilities. I ran the clubs, I ran the acquaintanceship program with the admissions chairman; she and I worked it out together. The board met, I think, every other month and I always had to be with them. In those days, the alumnae boards were located either all around New York City, all around Chicago, all around Cleveland, someplace like that. So I would get to go and stay with the board for a period of three or four days and keep them up on what was going on at the college and what the association's problems were.

I had a wonderful staff. One of them succeeded me later, and she should have had my job when I got it, but she didn't want it, and she didn't want it when she got it. But she had it for twelve years and I had it for three. She didn't do the same kind of things I did well, but she did other things that I didn't do well much better than I did, so it worked out very nicely. I'm going to see her in a couple of weeks. She's now eighty. She was five years ahead of me in school, so she is probably eighty-two right now.

Glaser: Did Mildred McAfee keep in touch with Wellesley when she was head of the WAVES?

Sibley: Oh, yes, she did. When she could, which wasn't very often, she came back. Then, of course, when she did resume the presidency, we were all thrilled to pieces to have her back because she was really a dynamic, a quite remarkable woman.

I'll never forget when I went back to Wellesley to visit-- (I married Bob Sibley after I had been there two and a half years, but I stayed on my job for half a year more because they couldn't get a replacement and I thought they had been so good to me I couldn't not be good to them.) Mildred married the widower of a lovely alumna who had two Wellesley daughters. Unbeknownst to any of us they had courted one another. When she married him we were all thrilled. He was Douglas Horton, the head of the Congregational Church in the United States. She made a wonderful pair with him because she was just the right person for him.

But she stayed on her job for about a year and a half, I think. So when I went to see her I'd say, "I see you followed in my footsteps."

She said, "Yes, but I'm staying longer than you did." [Laughs]

Glaser: Had you known her from the Chautauqua days?

Sibley: No, I didn't know her well. I just knew who she was and I was thrilled when she got the job; she was a very good college president. I like the one we have now tremendously too, Barbara Newell, a delightful person. I've always kept my contacts with the college. When I was married and came out here, I took on the job of development fund chairman for my class and I did the acquaintanceship work for all of this part of California. Then when I got involved in other things I didn't spend so much time on it.

Affect of World War II

Glaser: I'd like to ask you about the affect of World War II on the college, because you were right there at the start of it.

Sibley: For one thing there was a great movement to try to have women's colleges get through in three years in order to "be part of the war effort." This was debated very much at Wellesley. We closed

Sibley: the college down for three months in the winter because of the fuel shortage. It was so cold and they needed to save fuel. We then arranged internships for any student who wanted us to. The girls were all supposed to find some kind of job or a reading program or something to contribute to getting their college education.

The head of the political science department came to see me and said, "Carol, I want to send interns to Washington. I'm going to find jobs for them in all the different offices down there but we need housing." Housing in Washington was just impossible to get. So I organized a housing recruitment through the Washington Wellesley Club, and having lived in Washington I knew the Wellesley Club people very well.

We housed every single one of those girls that needed to go down there in alumnae homes. It was a great experience for the alumnae to have the girls there and for the girls to have a really nice place to live. So one of the affects of the war was that we sent them down and we housed them. They also could do other things.

Then we decided that if students wanted to go to summer school we would give credit toward their degree for summer school but we would not accelerate the total program. Mildred McAfee agreed with us; she felt this was right.

I have a cute story about this because the president of the Alumnae Association, Katherine Wright met--with the presidents of the seven women's colleges that we used to call the Seven Sisters. Katherine Wright was with the Vassar alumnae president who said, "I think it's pretty awful that Wellesley is not willing to accelerate its course and let the girls get on with the war effort when there's such need for people like them."

We did let mathematicians and physicists accelerate and also take courses in the summer. But we decided that there was no way we could foreshorten the courses to give them a degree and still feel that this was right.

Katherine said she was feeling very much pushed into a corner by this rather aggressive woman and she said, 'Well, we did debate about it for a long time, and we do let them do certain things. By the way, what is your daughter doing?' Her daughter was one of those who had accelerated. Well, she had to take a year off to rest! [Chuckles] So she rested for a year and didn't get through any sooner than anybody else did.

Glaser: Did the curriculum of Wellesley change in order for women to go into professions rather than--

Sibley: It was a gradual change. One of the things that happened at Wellesley was that we had a whole division of the Armed Forces come on the campus. We gave up Mary Hemingway Hall, which was our gymnasium, and we gave up the whole quadrangle, which was one of the most popular group of dormitories, to these boys. I can't remember the name of the service. What's the commissary end of it? Anyhow, they came and lived on the campus and that meant we were crowded into everything.

Glaser: Quartermaster corps?

Sibley: That doesn't sound right. Anyhow, two A divisions, it doesn't make much difference which. We invited them to everything, of course. We thought it was just great to have the boys on the campus. They decided they wanted to reciprocate, so they invited the Wellesley girls to a lecture in Pendleton Hall at 8:00 o'clock on a certain night. At quarter to eight every other seat in the hall was filled by a Wellesley girl, so each had a boy beside her for the evening. That was the way they did it.

We always had a sort of a vaudeville show to start campus, and the favorite song that year was "I Didn't Raise My Boy to Go to Wellesley." [Laughter] I think they were there for two years. It was an interesting experience. [Laughs]

Glaser: I have a question that goes back to your time in Washington and when you were a volunteer. You were in Washington at the tail end of the New Deal era. I wondered if you were able to see any changes within--

Sibley: My family were ardent Rooseveltians, let's put it that way, and they did see the changes, of course.

Glaser: But I was thinking of the changes that relate to volunteer activities because the government stepped into what had been volunteer areas.

Sibley: On the other hand, we had as our great example Eleanor Roosevelt, who was probably the greatest volunteer that ever lived. My friends and I, in and out of Washington, all thought she was a simply tremendous person and had great respect for her.

Because my husband was attached to a government organization, one of the lesser ones, we were invited to the White House receptions. The White House always had receptions for the various branches of the government. The Justice Department was one of the smallest branches so they added in all the little miscellaneous departments--in our case aviation. So we were invited to the White House for one of those receptions, which we were very thrilled with. My daughter was fifteen that year and had her first "bought" dress. I let her buy an evening dress.

Sibley: I'll never forget the party because Felix Frankfurter was there and Eleanor Roosevelt, tall and homely but so lovely that you didn't care, in a long white dress. Franklin sitting beside her in his wheelchair as we went down that line. He took my daughter's hand and passed her on down. She came up and said, "I will never wash this hand again as long as I live because I have shaken the hand of the president." She had received her own invitation in gold embossed "the White House, Washington D.C." Because she was fifteen, she got a private invitation. It was like being presented at the Court of St. James. [Laughs]

We danced to the Marine Band and watching Felix Frankfurter dance with all the ladies was worth anything. I was wishing he'd ask me but he didn't. He was a waltzer--a little bitty guy but a marvelous dancer. We had a very pleasant time that night.

Now, the reason I mentioned that was because that was when I think of the Roosevelts, when I was there. You see, the volunteer things that I did were not interfered with by the government so I don't think I felt that. I felt the stimulation to volunteer things because of Mrs. Roosevelt and the League of Women Voters, which I have been a poor member of ever since but have always been a member. They sort of stayed in my life, they got me so interested in what was going on around Washington.

We were really pretty caught up in the war. We were always doing benefits or going somewhere to support something or trying to see what we could do in the way of helping some of the people adopt children.

When I went back to Wellesley--this, I think, is a shocker. I had forgotten this. My children still had these dear friends in Washington and we had them up for Thanksgiving weekend the first year I worked at the college. They wanted to go to the city. They were still pretty young and I said, yes, they could go if they'd stick together. Jim's girl from Washington was there and Jackie had a nice boy friend and they were all going out to Boston with a very limited budget. They wanted to go to the Coconut Grove but couldn't afford it so they didn't go. That night the Coconut Grove burned down and there were just hundreds of kids burned.

What was the most poignant to me was--there were several girls who were burned to death and one, they told me, was identified by her teeth because she was so badly burned. She had been sent to this country to get away from the war in Europe because of the bombings; she was an English girl. Somebody had thought "this poor little English girl doesn't know very many people" and arranged a blind date for her that night. She was

Sibley: living with relatives somewhere in Worcester or Springfield, Massachusetts. They said that they did hope she'd go and have a good time, and she went on this blind date and was burned to death.

I'll never forget. I took Jim's girl (I can't think of her name now) to the Union Station to see her off to go home and we saw the hundred coffins just lined up in the huge waiting room. It was just really--I thought afterwards it wasn't half as bad as what we saw in "Holocaust" or anything like that, but it devastated us because we knew what went on. We were just overwhelmed by the whole thing. That's really not the war though, is it? It's just circumstances.

Work with Alumnae and Seniors

Sibley: All of Mary Carol's (Jackie) beaux were in the war and she was the date bureau on campus because she knew all the local boys. Whenever they came home, she'd get them dates. Several young people used my house as a place where they could get together away from the crowds because they were engaged or they wanted to be somewhere different. I had plenty of room so I could do this.

Because I wasn't old--I wasn't young, I was thirty-eight when I went there--I had a very easy time getting on well with the students. We made a particular effort to get to know the seniors because we were cultivating them as future alumnae. We wanted them to feel that the college was there to serve them. This I enjoyed about my job very much. I was asked to be the speaker at their class banquet and to chaperone people. I didn't like chaperoning much, but I did.

Glaser: Can you give me some examples of what you did to create the strong tie to the college?

Sibley: In the first place, I tried to (I guess the way we would say it now is) "tell it like it is"--what was going on at the college, what I felt about the kind of education that was going on. I can remember so well, I talked to Mildred McAfee and she said, "So many people have said, 'Why does anybody want a liberal arts education. They all ought to be taking cooking or sewing.' Or I'd meet people on the trains and they'd say, 'Why do you want girls to go to liberal arts colleges.'" Mildred said, "Because liberal arts colleges teach them to think. It teaches them where resources are. It teaches them what possibilities there are. It teaches them to be self-reliant and it teaches them history, which is so important if we're not going to make the same mistakes."

Sibley: I felt the same way but this was how she put it and so I would say that to my traveling companions on the day coaches as I traveled around. They'd say, "Well, I wouldn't want to send a daughter to Wellesley."

I'd say, "Why?"

They'd say, "I'd rather have her learn to cook and keep house."

I said, "Look, I went to Wellesley and I'm a darn good cook. If you have a family that you love and want to treat well, you learn how to cook if you know how to read and if you have the incentive. I know how to keep house. I'm a good housekeeper. I didn't have to learn all of the things like that when I was in college; I had to expand my mind. I had to know what was going on in the world. I wanted to know what went on in the world around me. I had to learn a little bit about foreign languages and I hated it (I didn't tell them that) and I had to learn about biology and chemistry and physics and these things if I was going to understand at all."

I said, "They are not my special interests, but my mind has opened up to so many things that I think if you just go to a home economics college doesn't happen--I have nothing against them but I think those are things that you can pick up. You can learn them if you really care. For these other things, you really need the incentive and the brilliant teachers. The vast resources of books you can read and the conversations and discussions are what makes a liberal college tick." And I still feel that way.

Mildred said that she found that their best officers in the WAVES (Women's Auxilliary Voluntary Expeditionary Service) were the people who had been taught to think and act, and they had all come from liberal arts colleges, not from the narrowly-vocational colleges.

Glaser: What did you do to create the alumnae bond?

Sibley: I went to see them when they came back to the college. I got them to help recruit students, which they liked to do. I took pictures with me of the current events, I talked, and we had the magazine. We tried to have it be a stimulating magazine about women and about what they were doing in the war. I wrote a column for Bob's magazine, the year before I married him, on women in education and their connection with what was going on at that time.

Sibley: I have to give you the article I found that told what I did to make the alumni feel close to the college. I never went on a money-raising tour as such. I just went, letting them know what was going on, how I felt as the mother of a daughter who was about to go. The last year I was there Mary Carol went to Wellesley and lived in a dormitory; I didn't have her live at home. She came home every Sunday and brought the whole gang for popover breakfast and things like that.

I told them why I was glad to have my daughter go to Wellesley. I told them what I found wrong, and I did find some things that I didn't like. I told them about the place of Wellesley in the educational world and why I thought a woman's college was good.

I said, "This doesn't mean I think everybody should go to a woman's college and it doesn't mean I don't have great respect for many coeducational and male institutions. But I think there should be this kind of education available, and then you have to decide for your child which is the best place to go." They liked being talked to like that, particularly the men did. They were a most receptive group of people.

I can remember one of the stuffy faculty members didn't like it because I used a word. I can't even think of what it was now, but it was something that she didn't think was a good word. It wasn't vulgar, she just didn't think it was good English. She said to me, "I hope you won't use that word when you're out representing the college."

I was out at Princeton talking to a group of alumnae and I used the word. I wish I could think of what it was. Anyhow, I said, "Oh-oh, I just used a word that Miss Manwaring doesn't like to have me use because she doesn't think it's the best of English."

Afterwards two men came up and said, "Don't let that so-and-so spoil you. You're one of the best natural speakers we've ever had. Just keep going!" [Laughter]

So when I got back I told Miss Manwaring and she was just disgusted to think I'd done it. She was a teacher of English literature. A very good one.

Glaser: What were your activities with the senior class to develop this feeling of closeness to Wellesley?

Sibley: You didn't really have to develop a closeness to Wellesley because they all felt pretty close at that time. I would have them for lunch and talk over their career plans. I would talk over what I felt Wellesley could do for them, what they could do for Wellesley. I'd talk over how I got my job and how the volunteer work had helped

Sibley: me get my job, and how I felt very strongly that if you had the privilege of an education, you had to give back some of it. I really became very good friends with a group of them. I have to go back a bit to when I was at Wellesley and as a village senior* I used to meet with the freshmen and do this same kind of thing.

We had fireside chats--a lot of us were Roosevelt-initiated [laughs]--and talked to the kids. I had a little poem that I loved on the bulletin board, and as I look back now it was very simple but you may know it. "I will look up"--anyhow, it says all the things you'll look up and at the end it says, "I will look up and laugh and love and lift." One of my freshmen wrote on it, "This is an elevator," and I had to admit I had thought of it as an elevator.

I found that because I was the mother of a college-age student, for instance, they accepted me as a human being. Students were willing to talk over their problems with me where they wouldn't talk to a school counselor or the head of the house or anything like that. They just would come in and visit and I always listened. I also talked, of course, because I talk a lot.

Then when their senior activities came along, we encouraged them all to become members of the Alumnae Association and get the magazine because that would keep them in touch. We were sort of advisors for all the planning for their senior week. I'm not the only one in the office who did it; there were lots of other people that did it too. We have an alumnae committee that works with the students all year. And we had the students aid committee that works with the students all year and provides them with clothing from the clothes closet and nice things and presents and scholarships and funds like that.

So there's an ongoing relationship that isn't just saying, "Please send money." That I just refused. I don't mean that I never did, but that was never a primary thing. But talking about careers, talking about what women could do, talking about children and what I felt about families, because a lot of them were engaged or a lot of them had beaux in the war that were coming back. I don't think it was any very lofty job that I did. It was just a warm, pleasant relationship. I still see and hear from all these people. Not all these people, but from a good many of them.

Glaser: Why don't we stop here.

Sibley: I think that that's a good place to stop.

*A village senior was chosen to live in each freshman dormitory (then mostly "off campus" in the village). We were counselors, liaison-interpreters for the freshmen.

VI MARRIAGE TO ROBERT SIBLEY AND MOVE TO CALIFORNIA

[Interview 3: May 2, 1978]##

Glaser: In the Winter of '78 issue of Wellesley Alumni Magazine that you gave to Gaby Morris, there's an article by an Elizabeth Luce Moore about the Y and its management training for volunteers.

Sibley: She's the most amazing girl. She's a good friend of mine and she was president of the State of New York Regents. She's the sister of Henry Luce of Time, Life, and Fortune. She and her older sister, Emma Vail Luce, both went to Wellesley. One was in the class of '22, that was Emma Vail, and the other (they always called Elizabeth just Luce) was in the class of '24. They were daughters of a missionary to China so they had kept their ties to the Orient. Elizabeth is head of the Y's vocational program for higher education in Asia and is on the international board of the Y--a great person.

Glaser: Had you known her when you lived back east?

Sibley: Oh, yes, and she's been out here quite a bit too. I haven't seen her for several years. She also won one of the Wellesley awards.

Glaser: Did you have any activities with her in the Y?

Sibley: No, I've always been at the local level and she's been at the national and the international level. So we meet at conventions and we're good friends. We send each other Christmas cards every year with a little note and that's about it now, because we're both very busy. We don't have time. She is an amazing person really, just great.

Glaser: You wanted to tell me the names and birth dates of your children.

Sibley: All right, my first child was Mary Carol Johnston and she was born October 17, 1925. She is now Mrs. Mary Carol Ballard because she's divorced. She has five children and lives in Newport Beach.

Sibley: We've always been very, very close--the whole family and all her children. They're really a great troupe. One of them has a little girl now, age six, a great granddaughter, Tracy Ballard, who's the daughter of the third son.

My son is James Irvin Johnston, II. He has four children, lives in Peacock Gap, San Rafael, and is the vice-president of Foremost-McKesson in charge of personnel--everywhere in the world, I guess. One of his children is married and lives in St. Louis, that is Jennifer. The others all live over in San Rafael in their own homes. It's just wonderful having them here. Everytime Jim gets a new job offer I say, 'Don't take it, please!'

He was gone for ten years. He graduated from Cal in 1949 after serving two years in the Navy. Mary Carol graduated from Wellesley in 1947. Well, I could go on about them at great length but I don't really think that's what you want. They've been very satisfactory children.

American Alumni Council

Director of Council, Magazine Contributor

Glaser: When you worked at Wellesley, what was your correct title?

Sibley: Executive secretary of the Alumnae Association is what they call it. Bob called his Executive Director. It's the same job but they just have different names.

Glaser: When you were the director of the American Alumni Council--

Sibley: That was an appointive that that Bob, my husband, appointed me to.

Glaser: This was not when you were at Wellesley?

Sibley: Yes, I was at Wellesley, but I mean he appointed me to that job. I was a member of the Alumni Council of the total United States but I was assigned the job of being responsible for news of the colleges for women.

Glaser: He was president of the council?

Sibley: Yes, that's how he came to appoint me.

Glaser: What year was that?

Sibley: It must have been 1943 because I didn't meet him until the summer of '42.

Glaser: That lasted for how long?

Sibley: Until I married him and came out here. [Laughs]

Glaser: You had a monthly column to do?

Sibley: It was whenever the magazine came out. I'm not sure it was monthly, it may have been bimonthly. But I had a column, yes.

Glaser: In the column you gave the news--

Sibley: The latest news and developments in women's education.

Glaser: Did you travel for this?

Sibley: No, I traveled for Wellesley. The Alumni Council has an annual convention where everybody comes, and then it has regional conventions. As I recall it, there are something like eighteen regions. I always went to the New England and New York region conferences and to the national conference.

Glaser: In getting the information for your columns--

Sibley: This was run in the Alumni Bulletin. I encouraged all the women's colleges to write me of any new developments and I would always end by saying that I would welcome mail that would explain what was going on. Of course, during the war there were so many changes that this was a very timely kind of thing. It was the first time women had been specifically recognized. We were asked to tell what we thought and we weren't just absorbed into the masses of alumni thinking.

It was fun; I enjoyed doing it. It wasn't very hard because people did send things in and writing has never been a problem for me. I enjoy it so that just set it off and I had a good secretary. [Laughs] She'd send it off to Bob. He was the head of the Alumni Council for two years. It was the two years he was head of it that I did it. Then he would see that it got into the magazine because he published it here out of the California office.

Glaser: Would you say that this was the first time that the women's colleges were recognized as being something different and a little special?

Sibley: Yes.

Glaser: Had there been male chauvinism on the part of--

Sibley: I've never been conscious of male chauvinism. I've always gotten along with men. I've never thought of them as looking down on me in any way.

Glaser: I don't mean you. I mean the women's colleges.

Sibley: I don't know either. I'm giving a personal reaction because women's college groups did get together at the small meetings so that we could exchange ideas there. Of course, I think we were sort of snooty too because we had meetings of the seven women's colleges--Vassar, Wellesley, Mount Holyoke, Bryn Mawr, Smith, Barnard, and Radcliffe. The presidents, deans, and alumnae executives (we didn't like the word secretary) frequently met with their counterparts. And sometimes the student presidents would meet together to exchange ideas. Then every little while we would open it up to more women's colleges, like Wheaton and Connecticut College for Women.

But it was sort of a closed circuit in a way and I don't really think that was good. But that's the way it was. I think that those colleges were recognized as among the best colleges in the country although they were for women. I sort of have a feeling that "although they were for women" would have an insult about it. Of course, Harvard and all those men's colleges were only for men, segregated education too. I think they were very glad to have a place that women could go and not share with them at that time.

Glaser: Then the inference on your part is that there was some male chauvinism.

Sibley: I imagine, but it wasn't abrasive, let's put it that way.

Meeting Robert Sibley at 1942 Convention

Glaser: Tell me about how you met Mr. Sibley.

Sibley: It's really sort of fun because he was widowed and had inherited the lovely big house next door to where I now live. He and his wife and his daughter and another female relative lived there for awhile and then Mrs. Sibley died. I don't really know just when but probably along about late 1938 or '39.

Sibley: Bob told the story that he said to Catharine, his daughter, who at that time was down in Southern California teaching television techniques. She was an actress and a very smart girl. He said, "Catharine, if you'll come home and keep house for me I will take care of you the rest of your life. But if you won't I'm going out and find me a wife." [Chuckles]

So Catharine thought it over and said, no, she didn't want to come home and keep house. Shortly after that, Bob and Catharine went to the alumni conference at Hot Springs, Virginia. That was in the summer of 1942 and I was there as a neophyte. I had never been to one before and I didn't know anything about how they were done. But I was very much interested and it was a lot of fun. I met a lot of interesting people, among them Bob.

I told you how I hadn't been able to get into a school of social welfare on account of my professor of economics. So when Bob asked me to dance at a dance one night, knowing he was from the University of California, I asked him if Cal had a social welfare department and he said, oh, yes, they did. I told him this story and he said, "Well, they certainly missed something, didn't they?" You know, like that.

Well, we saw each other a few times then; the next meeting we saw each other was in New York because the national president went to all of the regional meetings. Bob was there and I was scheduled to give a paper. I had been invited out to dinner by one of the men I had met at the conference in the summertime and I got a telegram from him: "Sorry to stand you up, won't arrive until tomorrow." I was holding the telegram in my hand when Bob walked by in the hotel corridor where we were meeting.

He said, "Bad news?"

I said, "Not very, I just got stood up for a date."

He said, "Oh, can I take you out to dinner? [Chuckles] I've got tickets for dinner and the theater and Catharine and I would love to have you go with us."

So we did and I began to realize he sort of liked me, but I didn't pay much attention to it. He was twenty-one years older than I and lived in Berkeley.

Then when I gave my paper he didn't get there in the morning and I said, "I thought you really wanted to hear that paper."

He said, "It never occurred to me you'd begin on time."

Sibley: There's your male chauvinist for you! We did begin on time and he missed it. I didn't see him again until May. Meanwhile, he had asked me to do this column so we corresponded quite a bit. One day my secretary said to me, "You know, Carol, this man is crazy about you. I don't want to open your mail any more."

I said, "Oh, don't be silly. We're just friends."

"Well," she said, "I'd just be more comfortable if you opened your own mail." So she always put his letters on my desk. I still didn't think much about it.

Marriage Proposal in Boston, Divorce in Nevada, and Marriage in Washington, D.C., December 1943

Sibley: Then he wrote me he had an alumni meeting in Boston and could he see me? He stayed at the Copley Plaza in Boston, and I invited him out to Wellesley to see the college and the lake and he met the children. We went out to dinner at Durgan Park in Boston the first night he was there. Who should be there but a regent from the University of California who kidded him from then on how he had to sneak off to Boston to have a girl friend. [Chuckles]

That was Saturday and on Sunday he came out to the house. We walked around the lake at Wellesley, met the kids, and had an awfully good time. Then he said, "Now I'd like you to come in and have lunch with me tomorrow."

I said, "Bob, I can't. I have a big meeting tomorrow and I'm very, very busy."

His face just dropped like this and he said, "If you change your mind, this is where you can reach me."

I got through at about 11:30 so I called him and he was right on the phone and he said, "Good, come right on in." As soon as I got in, he said, "I'd like to go somewhere we could have a little talk." [Chuckles] So we went over to a spot above the Charles River and he said, "The reason I came here was not about the alumni meeting at all. I came to ask you to marry me."

I said, "I'm not even divorced from anybody. I'm not free to marry anybody."

He said, "Well, get free. I didn't realize you weren't, but get free." He had expected me to say yes and go back with him to California the next day, I really think from the way he asked me. [Laughs]

Sibley: What happened was that I told him I just couldn't tell him. I said, "I don't really know you."

He said, "We can fix that up. I know enough about you. I know we'd just be great together."

So I said, "Okay, I'll consider it."

He left, back to California, and the next day my mother arrived for a visit. (I've told you a little bit about Mother) I told her about Bob and she said, "Well, Carol, I think he's far too old for you. He may be a very fine man but I agree with him on one thing. You're neither fish nor fowl nor good red herring--get your divorce." That surprised me.

Glaser: She was reflecting the feeling of that day, wasn't she, that you don't date unless you are divorced?

Sibley: I think so to a certain extent, but I think she also was thinking that it was too bad that I wasn't free to marry if I wanted to. She was glad I had a career, but she really thought marriage was the thing for me.

Well, I then went to see my boss at Wellesley. I was due for a month's vacation so I asked if I could have two months without pay and I would work on things for Wellesley during that period. So I rented a typewriter and learned to type, which I had never done before. I wasn't very good but I could manage to get things off.

My son got a job that summer in a forestry camp at Big Joe National Forest in Idaho that Bob helped him to get. Jackie (Mary Carol), my daughter, came with me to Minden, Nevada, a little town outside of Reno. We were there two weeks. It really was a very small town with absolutely nothing to do. There was an Army or Air Force base near by, so my daughter was very popular. But I didn't really think it was the most healthy thing so I consulted my lawyer. He said I could move over to Lake Tahoe and I stayed at Zephyr Cove for the rest of the six weeks I had to be there.

Bob came to see me every weekend and by the end of the summer I thought he was the greatest man I'd ever met. So I agreed to marry him. He wanted to get married right then but I said, "I have a job and I can't leave it." Well, in every letter he'd write, "Time's awasting. When are we going to get married?" The reason I finally said when I'd get married was that I saw a hat I couldn't afford unless I bought it to get married in; which, of course, wasn't really the case.

Sibley: We were both going to a conference in Atlanta, Georgia, and first I was going to a Wellesley Club meeting in Washington, D.C. So I told him if he wanted to meet me in Washington, I'd be willing to get married then.

Glaser: Was that in '43?

Sibley: In '43, December. We never can remember whether it was December 6 or 7. It was either Pearl Harbor Day or the day before. [Chuckles] I've got it somewhere. So Jim gave me away and Mary Carol was my bridesmaid. We were married there in Washington and then went the next day down to Atlanta. Catharine was there and we got on the train together. Bob said, "Of course, you all know Catharine but have you met Carol Sibley?" Of course, they were all very surprised.

Everytime we moved they played the wedding march. It was a good gang of old collegiate souls! [Laughs] They presented me with a big bouquet of red roses and whenever we got up they'd say, "Here comes the bride" or "Here comes the groom." I was forty-one so it was sort of silly, but we had fun.

I told Bob that I had to stay on my job until June because they couldn't get a replacement. The war was on. So we commuted, not too often, but he came east once and I went west once and we met in Chicago once for a meeting of the alumni council. That was our excuse. Then I moved out here in June of 1944 and have been here ever since.

That's sort of a long-winded story, but everybody who knew us knew the story. Bob loved to tell it.

Glaser: I think it's very romantic.

Sibley: Oh, it was romantic.

Glaser: What was the affect on the children and how did you go about telling them?

Sibley: In the first place, the day that Bob did ask me to marry him in Boston, I came home and the kids both greeted me at the door and said, "Well, Mom, did he pop the question?" [Laughs]

I said, "Yes, he did. What do you think?"

They both said without any hesitation, "We're on his team. We think he's great." So there was never anything but the nicest relationship between him and the children. He just adored them and they just adored him. Of course, he was so thrilled to have Jim go to Cal and Jackie (Mary Carol's nickname) he thought was

Sibley: really top stuff. She stayed on at Wellesley and came home for her Christmas and summer vacations. She went to Cal summer school one summer just because she wanted to get to meet young people.

Jim graduated from prep school just as I left. I wanted him to stay for his graduation. Then he and Jackie drove out together in my car. I had flown out; I'd been bumped in a couple of places, but I flew out. When they got to Tahoe and spent the night there, they sent me a wire, "Brother and sister seeking permanent home, apply for residence with Carol and Bob Sibley. Okay, Mom, we'll be there tomorrow." It was always that kind of a very nice relationship.

Jim went to Cal and Bob was crushed that his fraternity wasn't rushing people that year because of the war. Jim became an Alpha Delt and became class president and was relieved of it because he flunked an examination. He volunteered in the Navy when he was not quite eighteen. They didn't call him up and didn't call him up and finally he called them up and said, "What's the matter? I volunteered. Don't you need people?" [Chuckles]

They said, "Yes we do, but we didn't think you wanted to come right now."

He said, "What do you think I volunteered for?"

So he went into boot camp in May of 1945. He finished his first year at Cal, then had two years in the Navy, and then went 'round the clock in order to graduate in '49.

He never did get overseas. He was assigned to one of the vessels that was sunk but he got double pneumonia and measles while he was in boot camp. This kept him out of the war except he ferried back and forth on ships, polished brass, hated the whole thing [chuckles]. But he was glad he did it.

Glaser: What was the relationship between your children and Catharine and also yourself and Catharine?

Sibley: She thought they were great. She called Mary Carol "Little Sis" and Jim "Big Brother" because he was tall and she was little. We got on very well. She apparently had never had the opportunity to have friends drop in and come for meals and things like that. I think that she had been brought up to be a very special person and nobody thought anybody was good enough for her. I never knew her mother; that is what I had gathered.

She had a very good job at that time. She was working as a public service director for one of the radio stations. She always felt put upon because when the man came back whose job she'd taken

Sibley: during the war, she immediately lost the job. And she really had done a very good job. She was a feminist long before I was. I never had been a feminist in the aggressive kind of way, but she really became one because she was sure it was only because she was a woman that she lost that job.

[Tape turned off at Mrs. Sibley's request]

Sibley: Catharine was an actress and was vice-consul in Pakistan for two years and we visited her there. Then she married a South African gentleman of English background. They went to live in South Africa after living a while in England and we also visited her there. They were the impetus for our (Bob's and my) two trips around the world. She's now back in Berkeley and is living on Hillegass Avenue.

The Big House (Allen C. Freeman House, 1777 LeRoy Avenue, Berkeley)

Glaser: It is before your time, but I think the story of the big house is very interesting.

Sibley: This goes back to Catharine, who was very talented. She was a junior Phi Beta Kappa at Cal and was head of the drama association. For a while after graduation she acted in a repertory company in San Francisco. They told her that if she ever wanted to go far with her acting she really ought to go to Germany and study under Max Reinhardt. So Bob agreed to send her to Germany for two years, and her aunt went along with her as a duenna. She played, in German, most of the ingenue leads in Reinhardt's plays in Germany.

Mrs. Allen C. Freeman, who lived in the big house (which later became our house), always loved to do something for talented young people. So she had a lovely reception for Catharine and invited lots and lots of people. She had Catharine put on a few little excerpts from plays and then gave her a steamer trunk and \$500 to take on the trip. It was sort of a salon performance. Of course, this is all second hand to me, but I've heard it so many times.

While Catharine was gone those two years, Bob lived over on Hawthorne Terrace. When he'd be going from his office, which was in Stephens Union, over to Hawthorne Terrace, he would walk right by here. Whenever he had a letter from Catharine, he'd drop by and share it with Mrs. Freeman, who was then in her eighties. Mrs. Sibley also would drop by occasionally. They became very fast friends. When Catharine came back, Mrs. Freeman had a lovely party for her.

Sibley: Catharine and Bob together brought Max Reinhardt over here to America to put on A Midsummer Night's Dream. It was staged on campus and Catharine always expected to have a part in it. It just slayed her because she didn't get it, but he used her as his local business manager and recruiter of people. They recruited, in Bob's office, both Olivia de Havilland and Mickey Rooney, a very interesting story. Catharine later wrote her master's thesis at USC on this subject. I think it's down there in the library.

Anyhow, Mrs. Freeman died; I'm not sure of the exact time but my guess would be about '38. To Bob's amazement she left the house to him. I later found the letter that she wrote to her lawyer: "What shall I do with my lovely house? I want to have it used for the pleasure of many people." Not those words exactly, but that's the idea. She said that she wanted Bob to have it and wanted him to use it in any way he wanted to. She thought with his love for students it would be a wonderful place for him to be able to entertain them. So she left him the house and I think \$5,000 to help fix it up--the garden was always beautiful.

Bob and Mrs. Sibley and her sister moved into the house. The first year her sister died and the second year Mrs. Sibley died, so it was really not a happy time. Bob still hadn't felt he'd used the house the way he wanted to. That's one reason he wanted to find somebody who liked to give parties and do things like this. [Laughs] When I came out here, (I hadn't seen the house until after we were married) my first thought was, "Can I ever make it look like a home?" The garden had all gone to pot because Bob couldn't get a gardener during the war, except occasionally and not really talented ones. All the Japanese were in internment camps and they had been the gardeners.

When I got here I looked at it and thought, well, I'll try. [Chuckles] I asked Bob and Catharine if they had any specific things that they didn't want to have anything done to. Catharine said, "Anything is all right as far as I am concerned." Meanwhile, I had also brought most of my furniture out from the East. Bob said, "There's only one thing I care about." It was a great big, high-backed, red velvet chair that sort of looked as if it came from the court of King Arthur. I think he fancied himself sitting on that chair.

So I said okay and went to work. I sold enough stuff so that I could redo the house in lighter colors. The draperies were heavy velvet in dark browns and dark blues and the whole atmosphere was one of darkness. It was a beautiful house and it needed a lot of light in it. I had a lot of fun fixing the house up. Then Bob

Sibley: discovered that I really did like to entertain young people so he started by asking maybe four and next time eight and the next time sixteen and one time we had four hundred people for breakfast.

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Glaser: How much of a staff did you have for the parties?

Sibley: When I got here, Bob had a housekeeper but she didn't want to stay; she had been the boss. It had nothing to do with me, she just didn't want to stay. So for a while I operated without any staff and then I got a colored woman, who lived in the back in the servant's quarters. After she had agreed to the job and we agreed on the rate of payment, she announced that her husband and little girl were coming to live there too. She stayed with me for about seven months and was fair help, not too good. She got me the cleaning woman I still have after thirty-five years. I had her twice a week and that was it.

Then I hired a student, a mulatto boy, just a delightful person, who had come here from Missouri. He was recommended by the cook at the Women's Faculty Club. I interviewed him and liked him and thought, my goodness, at least he could do the dishes. (That was my feeling at that point.) The first night he was there I said, "I'll show you how I like to set the table, how I like the flowers, and how I get dinner." The next day I said, "Now, I'll be delighted to have you try it on your own"--sort of condescendingly, knowing full well how much better I was than he. And I never sat down to a better dinner or a more nicely-set table.

This went on for twelve years. He stayed with us and was our right hand man all that time. He got a very small salary plus his board and a very nice room and he loved living here. He became an officer of Newman Hall, which was across the street, their social chairman and later their president. He just didn't want to give up staying here so he had twelve years of college.

I finally said, "Tommy, you just cannot stay here at what I can afford to pay you." I urged him to get out and do something else. He left and really hated to go, but he's now one of the top people in special education in the San Francisco school district and doing very, very well.

He was from a very nice family from Missouri who owned quite a bit of property and had a restaurant. That's one way he had learned to cook. They were out here to see him several times and we had them for tea and had pleasant visits with them. Both parents died about eight years ago and left him with a considerable amount of money. He lives in one of the most charming apartments.

Sibley: He calls me "Mama S"--I'm his only relative according to him and he's just a dear boy. He's no boy, he's in his fifties now, but he lived here all during the entertaining years and he was great help with parties. He loved that kind of thing. This was his life, so that I was just very, very fortunate. I never had any other extra help. We didn't do it elaborately. Tommy didn't cook simply, but I did.

Glaser: How big was the house? How many rooms?

Sibley: Well, it wasn't so much that there were lots of rooms, but they were big rooms. There was a lovely, huge living room that you entered from the front hall. Then you could go out and circulate both ways through a great big dining room and an outer porch. Upstairs there were three big bedrooms and one little bedroom and two baths and there was a bath downstairs.

There was a billiard room in the basement, which we converted to an apartment at the request of the Navy. (This was before I came out here.) They wanted the house for an officer's club and Bob said he didn't want to give it up. He didn't think that was the thing to do and they said, "All right, then you take in some people at your house and help that way." They took over the fraternity house next door as an officer's club. So the billiard room became an apartment and I turned it into a real apartment later on. It was just makeshift before I came out here.

It was a lovely house to live in and by the time I got it fixed up it was very, very charming. I loved it and Bob just loved to have company. He never thought that there would be too many. I got to the point where I thought I liked the smaller ones better than the bigger ones. But it was all right. We had fun.

Becoming Part of Berkeley

Glaser: Did you have a chance, with smaller groups, to sit around and have discussion with the students and talk about--I know values are very important to you.

Sibley: Oh, we got to know the students very well. And then I was on the board of the student YWCA as well as the community YWCA, and in those groups had a lot of soul-searching conversations. Bob was wonderful with the students and they just thought he was great. Whenever they had a problem they'd go to him, many of them. Of

Sibley: course, with the thousands of students there were lots we didn't touch. But there were lots we did touch. Oh, I have a book he wrote with an introduction which you might like to see.* [tape interruption]

Glaser: What were the students' values and concerns in the forties and fifties?

Sibley: Well, they were so much more conservative than they became later. The ones we knew were mostly the student leaders. They were ambitious, they were caring, they were eager to get on in life. They wanted a good education and they felt they were getting it for the most part, as far as we could tell. When they had problems, they were mostly problems over career selection or whether they should go on to further study. They were the kind of youngsters, many of them, that would go into things like the Peace Corps, I would say.

There were women heads of the campus organizations during the war so that we got to know quite a few women. The minute the boys came back--that ended. The president of the student government was always a man, you know, the way it's supposed to be. But we knew the people from the Daily Cal pretty well. We knew the I [International] House students.

A year ago, I guess, I went to a meeting in Oakland on some social welfare concern. I was standing around eating lunch at the break and a very nice looking young man came up and said, "Aren't you Mrs. Sibley? I'm so-and-so and I used to go to your house for those wonderful parties." Then he said, "You know the only damned thing I remember about Cal in those days is what fun we had at your house!" [Laughs]

Then another time I was getting off the bus in Vienna with my grandson and somehow or other the subject came up that I was from California. I guess my grandson Bob and I were talking about California and this girl said, "California? What part of California?" She was a girl from the Philippines. When I said I was from Berkeley, she said, "I knew it, you're Mrs. Sibley, aren't you? I used to go to those wonderful International House parties at your house." Now, this sort of thing went on all the time. Whenever we traveled we would pick up with people that we had met.

*University of California Pilgrimage, Robert and Carol Sibley, Lederer, Street & Zeus Co., Berkeley, 1952.

Sibley: Bob had the marvelous quality of being the kind of host that people responded to. And he told them yarns, as in that book about the University. He always stressed that the University stood for the highest and the best of anything. Young people for the most part, I think, respond to that. At least temporarily they do. So we felt that they were a mighty fine, dedicated group--by ambitious I don't mean materialistically ambitious. I mean they wanted to do the right thing and get ahead and contribute to the world.

We met very little of the other kind of youngster. I don't think they would have been student leaders, in the old sense of student leaders. If they were dissidents, they wouldn't be the ones that would come into our house to a party, so I really don't know.

Glaser: How did you go about making yourself a part of the university community--meeting the professors, aside from what went on in the house?

Sibley: In the first place I don't think I'd been here more than six months before I was asked to be an honorary member of Prytanean, which is a student honor society. I was invited to join the Town and Gown Club, a very, very fine club here in town which is supposed to be made up of half city and half university-related women.

Then Bob took me with him everywhere. He didn't want me to ever miss anything, so I got to every kind of meeting that he went to all through the state. I could tell you some funny stories about it too. He got me writing these magazine articles, so I had to interview the top people in each department and I got to know them that way.

Glaser: What kind of magazine articles?

Sibley: For the Cal Monthly on things of interest to women.* He thought that this had been a neglected field. So I wrote articles on the departments that women would be primarily interested in in those days--the department of nursing, the department of mental hygiene. They sent these out into the community to recruit students to these departments, I found out later. I wrote about the kind of extra-curricular activities and the marvelous opportunities through the

*See Appendix.

Sibley: lectures and concert series which were just then getting under way that were open to everybody. But I spoke about it from a women's point of view. Then I wrote one about the married students and I called it "Babies Have Parents" and directed it to the married students, most of whom were living then at the Albany Village.

I did another one on clothes and allowance and what you needed to have to spend and the different kinds of budgets you could have. That was fun because I talked to the sorority girls and the dormitory girls and girls who were living in the co-ops and so forth. I found out what their budgets were as an average and I worked with the dean of student's office.

I wrote an article on the new dormitories. Fernwald was built as a wartime dormitory. I wrote on the student YWCA and I wrote on all the religious groups around the campus. There were forty articles and I can't remember them all, but it really got me to know people and to have them know me. Not just as Bob's wife, but as a person who was going to do a story about their department and was interested. So this made a very nice entrée.

Then I was vice-president of the Section Club, which is all the faculty wives. The vice-president of the Section Club is in charge of calling on all new faculty and "keeping the chairs." In those days, because I had a big house, I could keep the chairs they borrowed for gatherings in other people's homes. We formed a newcomer's club for new faculty and you could only belong to it for two years. They met at my house once a month.

When I was no longer a newcomer and couldn't remain a member, we started what we called the informal teas. This was because most of the meetings of the faculty were confined to their own department, excepting for the big tea on campus once a year. We started these and had them once a month. Anybody could come, so it sort of became cross-departmental fertilization. There was always a committee that did the food and I fixed the house and did the flowers. That was a wonderful way of getting acquainted, and once in a while we invited husbands. Bob would drop in and he'd tell them a few stories and they thought that was great.

Also (this was a way of getting to know the town better, I guess) for nine years we had a YWCA festival here. We took over the whole grounds. Now, this was before we built the little apartment buildings. The fraternity next door let us use their patio for dinner and we'd get somebody like a caterer to come do it at cost. One year we turned the little Maybeck studio across the way into the "Teahouse of the August Moon" and had a gardener put in a special little Japanese garden there. We had a Tori gate erected and we served tempura prepared by the man from Yamato's in

Sibley: San Francisco; I just went and asked him if he'd do it. He sent someone over to cook the dinner for four days; he did it two years. All he charged us for was the cost of food that he incurred. Of course, it was good advertising for him, but I don't think he did it for that reason.

We had various themes for this and we always had representatives from the various consulates come. We'd put on exhibits of their products to sell, and we'd have some kind of a drama or a musical affair. It was really beautiful. It lasted for five days and then we had a children's day, so there were six days that we had it. Poor Bob, he had to really vacate so that we could have the whole house. The house was always open and on display for these things.

Oh, we had flower arrangements all through the house made by different people and then they were voted on. The most popular one got a blue ribbon. After Bob died I let them do it for two more years. The first year I just nearly died because the flower arrangement looked like a mausoleum and it was right in the middle of my living room. I just couldn't stand it! Anyhow, that was fun and I got to know--both men and women, mostly women, but quite a few men.

I got involved in the community very soon after I got here. I told you I worked in the Berkeley Red Cross three days a week full time in the home service department interviewing people. I did the intake. They lost me because eventually I was down to just filing and I decided that was not my particular cup of tea. So then the Y asked me to be on their board and I was in charge of adult programs for two years and went through the chair over there and then I was president.

VII TRAVELS AND TRAGEDY

South America

Glaser: Tell me about the traveling that you did.

Sibley: Well, the first long trip Bob and I took together--I was real mad at him because he came home and announced that he had bought tickets to go to South America for a Rotary International convention. That was not what I thought I'd like to do, but apologized to him ever since. It was one of the best times we ever had. We flew to New York and went on the S.S. Uruguay, which was a beautiful ship, and went down to Rio de Janeiro. We lived on the ship the whole time. In South America if you're a Rotarian it's like being knighted in Great Britain; they just really make something of you. They put on the most fantastic shows for us--a regatta one night in Rio in that beautiful harbor and they also had a festival with dances from every province in Brazil.

Then we went down to Uruguay and to Buenos Aires. While we were there we were entertained at a private estancia that was one of the most beautiful places I've ever seen. It was owned by one of the people who was on our ship and we had no idea he was anybody but a very nice college-professor type. It turned out that he was an extraordinarily wealthy man and when we got there here was this gorgeous, gorgeous courtyard with tables for a hundred lined up, and American beauty roses all along the tables and the American flag and the Argentinian flag flying. It turned out to be a marvelous trip.

Then we went back up to Rio. Bob and I met with alumni every place we went. They had a little special meeting and we went to it. My daughter's roommate's family lived in Rio and they also took care of us. For the first time ever, private homes in Rio were open for guests and if you wanted to go to lunch in a private home

Sibley: you signed up and were taken there. This was very unusual because mostly the South Americans entertain in their clubs, not in their homes. We loved that. We had a great time.

Then two years later Bob said, "We've seen that side of South America, let's go down and see the other side." So we flew to Panama and then took the boat and went all the way down the coast to Santiago, Chile. We visited some friends outside of Santiago with the Braden Copper Company and stayed around Chile and then we went on up to Lima and went to Machu Picchu and all those wonderful places. Peru was my favorite country.

We went to Ecuador, Bolivia, and back through Panama. Then we stopped in Costa Rica and in Guatemala too. I'd forgotten that. Guatemala to me is the most foreign country I've ever been in. There's a layer, a veneer, of Western civilization on top of the Indian culture and it's a very thin veneer. A fascinating country. We were there for about a week I guess.

Twice Around the World

Sibley: Those were our first two trips together. Then we went around the world twice together. Once was to see Catharine in Pakistan and once was to see her in South Africa. So we managed to hit all the countries we hadn't hit before then.

We found that we saw more if we went out on our own than if we were visiting a member of the consular family because then you got the protocol. We liked to walk around, poke around the streets and really get out and talk to people, which is fun, in all the places we went to. Those were both marvelous trips.

When we planned a trip each of us could say the one thing we wanted to do. Whether the other wanted to do it or not, we got to do that. The first trip around the world I wanted to go to the island of Rhodes because my family name was Rhodes. We loved it. So when we planned our next trip, which was the last time in '58 (we had been to Hawaii and other places and all over the United States, but these are the foreign trips), Bob said, "I want to go back to Russia."

Russia

Sibley: In 1933 he had been at an electric power conference in Germany, I think it was. He kept hearing about this Dnieper Dam in Russia and wanted to see it. Somehow or other, with a friend on an Estonian passport, he got into Russia and was there for a week visiting places like the Dnieper Dam. So he wanted to go back. This was '58 and was the second year that tourists were allowed in by the Soviets. So with that as our focal point, we started out and went to the Scandinavian countries ending up in Finland. Then we took the train from Finland to Leningrad.

I'll never forget the night we got there. It was pouring rain. We got in about midnight and under a little dim light at the end of the empty lobby we saw a man with a Russian cap on who registered us. We got to our room, which was a suite with a grand piano and Oriental rugs and a bathroom with a pull flush toilet and grey towels. Every bathroom in Russia that we saw was alike.

After we got into bed that night, I heard noises outside the window and, of course, when you go to Russia you wonder what's going on. So I looked out and here was this huge crowd of people. It was now about one or two o'clock. They were standing in the pouring rain, many of them without umbrellas, and they were very quiet. Every little while a policeman would come by and just say hello or something.

I finally went back to bed and in the morning I asked our little Russian guide, who became our good friend, what was going on. I said I wondered if they wanted to get automobiles, which were very scarce, or if they were standing in line to get apartments, which were very scarce, or what? No, they were waiting to get tickets to hear Van Cliburn play with the Philadelphia Symphony Orchestra! [Laughs] So from then on I decided I wasn't going to be scared by what I saw.

Oh, that was a very interesting trip. I gave ninety-eight lectures on Russia after I got home because everybody wanted to hear. I'd say, well, all right, I'm not an authority, I'll just say what I saw. But I also kept reading, so I knew I wasn't telling anything that wasn't true, as far as we could tell. It was a very interesting country to be exposed to at that time.

This is why I am just dying to go to China, because I think China now is about where Russia was when we went and many of the same things going on--the tremendous drive for a growing country and the propaganda. When people succeed, their names are posted on the walls

Sibley: and the quotas that they have to make. The young people tremendously dedicated to what they're doing because this is pumped into them all the time. I'm not saying that it isn't good, but I'm saying that I think from what I've heard from my friends who have come home from China--I want to visit China, but I want to visit old China. [Chuckles] When the friends come home from China they sound as if they were about where the Russians were when we went in 1958.

We were there for three weeks and covered Leningrad, which is beautiful, down to the Ukraine where we were in Kiev. From Kiev we went by train to Odessa and shared our compartment with a professor and a dressmaker, both Russian. Neither spoke a word of English but we got along fine. We found that we all had to sleep in the same compartment so we ladies, by sign language, chose the two upper berths and let the men have the two lower berths. We enjoyed Odessa very much.

Then we took a boat trip on the Black Sea to Yalta and to Sochi, which is the resort town on the sea where, if you work in a factory, you go on your vacation with the other workers in the factory to these palatial-looking buildings. Inside they're very ordinary, so I asked about this. They said, "Oh, well, this is the way they wanted it to be." They said, "What's wrong with the inside?"

The chairs were hard wood, uncomfortable. The lighting was poor. They were drab as they could be. Later I sent my guide a home magazine with color illustrations and I wrote, "This is what I meant when I was talking about wishing they had put a little color into the buildings, and not concentrate all the elegance on the outside but make it comfortable on the inside." They didn't understand that and I'm not sure they liked it.

Glaser: Did she receive that magazine?

Sibley: Yes, she received it but I've never heard from her. But I have friends who gave it to her. I know she received it.

Glaser: Did you have any trouble when you crossed the border?

Sibley: No, we had no problems in Russia at all, but we felt a great sigh of relief when we got out. We were surrounded by propaganda, of course, everywhere we went. There'd be magazines in the waiting rooms and your hotel rooms which looked like the Atlantic Monthly or Life or Saturday Review of Literature. Everything in them was propaganda, absolutely everything. So you could see how people could get to feel that this was the truth before long. They talked about peace and freedom all the time.

Sibley: We liked our guide. We liked the Russian people very much and they were so curious about us. They wanted to talk to us and many of them spoke very good English. English is a required subject in the schools. On the boat going on the Black Sea we had a little trouble because there were a few rambunctious ones that sort of called us Americaners in an unpleasant way. Some of the others immediately said, "You leave them alone. They are our guests." It was a very nice experience. I wrote to a couple of them and they sent me some pictures afterwards.

From Sochi we went up to Tbilisi, which is in Georgia. We found that extremely interesting. Then we went to Kharkov, which is the industrial center--sort of like our Pittsburgh or Chicago. We found it an extremely interesting place to be. Then we went to Moscow, which is the way to end. The last five days we were in Moscow.

Glaser: Were you free to go wherever you wanted to?

Sibley: No, we had a guide. We had not only one permanent guide with us from Intourist, who was a delightful young woman, but we also at each place had a local guide. So between the two of them they pretty well controlled where we went. But I made requests and most of them were granted before we got through. For instance, when we were in Georgia I said, "We have not been to a collective farm; could we go to one?" So they did take us to a collective farm. Bob had a way with getting on with anybody and he visited with the head man and talked figures and discussed agriculture in California.

Then we said we wondered if we could see a private home. So they took us to a private home. It was very simple and very rustic--chickens running around in the yard and cooking out in the yard and things like that. We turned to our host who was the head of the collective and he said, "Oh, you haven't seen anything yet. You should see my house." We said we'd love to see his house, so we went over to his place which was, oh, a couple of grades higher, I presume. It had an electric refrigerator and he opened it up and showed it to us. It had one little preserved pig's head and that was the only thing that was in it. There was a piano and wooden furniture, most rather uncomfortable and very plain, and lots of little souvenirs. The kind of thing we'd buy in the ten cent store and bring home--the little tin horse or the little china cat. Nothing of any artistic merit but it showed "they'd been places."

When we got to his house his wife was out in front with a kerchief tied around her head, doing the laundry in a great big copper vat. I don't remember what he said to her but we presumed

Sibley: he said, "Look, Mama, we've got company" and she just looked up scared to death. So he shooed her into the house and he took us to the wine cellars. My husband didn't drink wine and he kept pressing this red wine on us. I drank more than I should because I was trying to make up for Bob. [Laughs] But I didn't get tipsy or anything.

Then we went up. Our guide played the piano so we asked him to play some Russian music, which he did. The wife was very much in the background. I don't think she spoke English for one thing. But it was a very interesting experience.

Then when we were in Moscow I said, "I'm in the apartment house business and I understand you have some new apartments that have gone up in Moscow." Our guide said she would have to find out, which she did, and we went to visit some of the apartments. They were very inexpensive because nothing in Russia costs much--well, that's not true. If you buy a suit you pay a whole month's salary. Presumably the apartments were geared to what you earned, but four or five people would share a kitchen. They were of very poor material and construction with small rooms. There was a tremendous need for them and people pressing to get them, so that they did have to sort of double up. In some buildings they might have a private kitchen, but it was a very tiny--tinier than mine even. [Laughs]

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Sibley: I'll just finish that up when you have it turned on.

Glaser: Yes, it's on and you were telling about a party the last night in Moscow.

Sibley: You aren't allowed to tip but I found out you could give gifts, so I gave our guide my gold compact. I went through Bob's ties and found a brand new beautiful tie that I gave to Damir (another guide) because we were all out together. They were just delighted and they saw us off at the airport the next day.

I said to Marianna, "You know, Marianna, I wrote to your mother and I sort of hoped she'd write me back."

"Well," she said, "she probably won't but I was home and she keeps your letter under my picture on her dresser," which I thought was very interesting.

She also told me that her mother went back and forth to work in a taxi every day and that she had a very, very nice apartment. Although they tell you in one breath that everybody lives exactly

Sibley: the same, it isn't true. The people of the art world and the educational world, the bureaucrats of some power, and the musical world and the dance world live in far better places and have far more privileges.

Marianna herself dressed nicely. She spoke beautifully and she was a dear person. I sent her three postcards from different places because I once said, "We don't seem to be able to exchange mail. I've heard this."

She said, "Oh, that's because your government won't let you get the letters."

I said, "I don't think that's true but I'll try it out." So I sent her letters from Munich, from Czechoslovakia, and from Poland and she never got them. So you can see whose government it was who was doing it.

But then I wrote to her when Bob died and I didn't hear from her so I thought, well, I'm going to try something. I wrote to her again and I said, "Marianna, I know that if you got my letter about Mr. Sibley's death, because you were so fond of him, you would have written to me. I feel very badly not to have heard from you." I got a letter back in three days because I presume the government finally decided they had better let her answer it or else I would continually think that it was the Russian government that was holding up the mail. I got a very lovely letter from her. That's the last I heard from her.

Robert Sibley's Death, France, 1958

Glaser: Was it on this trip that Mr. Sibley died?

Sibley: Yes, it was on this trip. He died about a month after we left Russia.

Glaser: It was in Paris that he died?

Sibley: No, it was in a little town in France called Dinan when we were taking a French bus tour through Brittany. It was our first day on the trip and we got off the bus in Dinan to get a Michelin guide because our tour guide--they said in the advertisement that she spoke beautiful English but we couldn't understand a word she said. So I thought if we had a printed guide it would help. This was supposed to be a three or four day tour before we went to England and before we went back to Paris. We got off to get the

Sibley: guidebook and Bob dropped dead at my side just like that without any warning whatsoever. He had been tired, but we were both tired by now.

So I stayed on in Dinan until I could make arrangements and he was shipped back by an undertaker to Paris. I had his body cremated in Paris and came home on the same plane for which I had had a reservation. It was the only one I could get, one that I was planning to go back on in the first place. That was a traumatic experience.

Glaser: He had not been ill at all?

Sibley: No, it was just a sudden heart attack. He had been giving out warnings, if I had realized it--for instance, he'd claim that his arm was sore and I thought it was because he had lifted a suitcase. The doctor told me afterwards that this was one of the signs when someone is going to have a heart attack. But I didn't know it. He was very tired. We went to the World's Fair in Brussels and he stayed in bed one day because he was tired. Then we went to Paris on the train and I had to carry all the luggage because we couldn't get any help. He sort of dozed that whole day, but the next day he was just fine.

We just passed through Paris from one station to the other and we went down to Rheims the next day and in Rheims he was just in his element. There were loads of college kids there in the dining room of the hotel where we were and he wanted to know if any were from the University of California. Sure enough there were some, so he went over and visited with them and later they came over to our table and visited with us. When he went over to see them I thought, "Dear God, let them be nice to him." When they came back they said that one of them had been to our house for a party and the other one had heard about it and always wished he had been to the house for a party. So Bob was just feeling his oats. We went out and walked on the cobblestone streets and came back and played a game of canasta and I beat him. I'm sorry to say he loved to beat but we were about even in this. Then he went to bed and the next morning we got up and got on the bus. That's it.

Glaser: Since he was a Christian Scientist, he wouldn't have a doctor anyway, would he, if he needed one?

Sibley: He had pretty bad gout at one time and did have an operation because he said he just wasn't able to handle it. He was an ardent Christian Scientist but not a stalwart of Mary Baker Eddy because he felt that she had too much power and that the Christian Science Monitor and the church itself had too much power. So I always called him my Protestant Christian Scientist. [Laughs] He

Sibley: read Christian Science books every single day of his life and he really was a very optimistic, outgoing person. We both agreed that we would not try to convert the other to our religion but respect it for what it did for us. And we did. He very seldom went to church but he did his readings.

Glaser: It must have been terribly hard for you to come back and make the adjustment to life without him.

Sibley: Well, I'll tell you, I had four days in Paris after he died and it helped me a great deal. I had a terrible time getting there. I got in at three-thirty in the morning and there was nobody to help me with his baggage, my baggage. The American Embassy has a department that handles deaths of Americans abroad and they had reserved a room for me.

We had booked a room in a very nice hotel, but I didn't want to go there. It was a socially-prominent hotel and I was afraid I'd meet a lot of people and I didn't want to. So I asked them if they could get me a quiet room in a hotel near the embassy because I knew I had to go in there and make all the arrangements. They did and I got there at three-thirty in the morning, absolutely exhausted. I never was so tired in my life. But they were very kind to me at the embassy and they arranged for his cremation. Of course, they don't approve of that in France but they did it.

I had a couple of old friends in Paris, the kind of people that I could really be comfortable with. One of them was the daughter of my best friend; she just had had a baby and that was an ice-breaker. So by the time I got home I had planned in my head what I could do and nobody was telling me what to do all the time. When I got home, my children all met me and were absolutely wonderful.

I had decided to have an outdoor memorial service for Bob in the East Bay park which he founded. He was the chairman of the committee that started the parks. If it had been during the school year, I'd have probably done something in Wheeler Hall or something like that.

The young men in the alumni office were so good. They put together a medley of Cal songs that we played out there. It was a joyous occasion. Clark Kerr was one of the speakers and Bob Fitch, who was a long time friend of mine and a friend of both of us. Those two spoke and then my friend, Dorothy French, came down from Washington State and sang the Lord's Prayer. Bob thought hers was the most beautiful voice he ever knew.

- Sibley: All my children were there, my grandchildren, and it was just a lovely, beautiful--a day just like this. Everybody went away saying they were so glad Bob had lived, instead of weeping, and that was what I wanted. Then I just got busy from there on. Knowing that was what he would have wanted.
- Glaser: You mentioned that when you were in Russia you spoke of yourself as being in the apartment business. Do you want to explain about that?
- Sibley: Bob retired in '49 and we knew that we probably couldn't afford to live on in the big house unless we did something to earn some income because he would be living on retirement income and investments. So we first built a little fourplex down in front of the carriage house, then we built one by the front gate and then we built that one [pointing] in the rear garden over a period of three years and rented them.
- Glaser: How many units?
- Sibley: There were twelve, plus the carriage house which had two. So there were fourteen units. I always said that Bob was the general and I was his executive officer. [Chuckles] I did all the detailed planning with the architects and with the builders. Bob was the one who thought up the great ideas. He knew what should be done and where, and then he let me handle the details. So I had pretty good training by the time he died.

I lived on in the big house for two years because the bank which was trustee was very reluctant to let me do anything to it. I finally persuaded them it was the thing to do. I couldn't afford to live there, so I turned it into six apartments and I lived there until I built this house.* When Bob died he left the carriage house and those two apartments to Catharine but she was unable to run them, so I manage all twenty of them; fourteen of them are mine and six are hers.

- Glaser: How long have you been in this charming house?
- Sibley: I moved in on New Year's Eve of 1976 with no furnace on and it was as cold as Greenland. But I just love the house. I spent years planning it in my mind and then finally it took about a year to get it on paper and get it built. I had been collecting Oriental things. I knew exactly what I wanted. We measured the house in order to fit the furniture and I got rid of everything that didn't fit.

*Mrs. Sibley's beautiful Oriental-style home, set in the garden of the big house.

Glaser: How many square feet do you have in the house?

Sibley: Just 1,220 and it looks a lot bigger on account of the architect's skill. He really did a beautiful job.

Glaser: In view of the fact that you have an appointment, perhaps we should stop.

Sibley: I think maybe we've done enough today.

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VIII BEGINNING INVOLVEMENT IN BERKELEY ORGANIZATIONS

[Interview 4: May 4, 1978]##

Community YWCA President

Sibley: I'm just trying to think where we ended and where would be a good place to start. I think I told Eleanor Glaser that I worked on almost everything there was at the Y at that point, including being president.

Morris: Both Y's?

Sibley: I was president of the community one, not the university one, but I was on both boards and that gave me contact with both. I worked with the community service department of the University Y and with all the departments of the Community Y.

Morris: Were you looking for other activities to be involved in that were not related to the University?

Sibley: I wasn't looking for them. They just came and looked for me, I guess. [Laughs] But I'd always been active in the Y. I'd been president back in New Jersey and I'd gone to several national conventions and so forth, so the Y was my natural outlet. I really felt that it was the place that I belonged and when they asked me to come in the Community Y I went in as chairman of the adult program committee to begin with and then I think I went through everything there was to go through.

Morris: Did Eleanor ask you about what there was particularly about the YWCA that made you feel that it was a natural outlet?

Sibley: Yes, I think I told her, but I had been brought up in a home that had very definite Christian values. That was what it was based on. Then I'd gone and lived in northern New York State and the kinds of sermons I had to listen to and the kinds of things I heard almost

Sibley: turned me off on religion. Then when I went to live in Westfield [New Jersey] I was immediately asked to come on the YWCA board to write a history of the Girl Reserves pageant. That was sort of fun for me because I liked to write and from that I went on and pretty soon I was sent off to a Y conference in Hartford, a regional conference, and I was so impressed with the national leadership and the regional leadership, and what I called dedication to Christian principles and acting on them. [Tape interruption: telephone]

Sibley: In a way that the churches weren't doing. I was very much impressed with the leadership and the program of the Y, particularly with their inter-racial charter that they had just adopted. And I thought that their conferences were the best run that I had ever seen in my life--real participation and real genuine dedication to both democracy and Christianity, which I found very missing in the report we got back last year which bothered me some.

Morris: The report from the national convention?

Sibley: The one that Toni [Vincent, executive director] gave.

After I went to that conference, I didn't know that they had sent me grooming me to be president. I was only thirty-seven, I think at the time, or thirty-six. I was the youngest YWCA president in the United States.

Morris: That was pretty young for the presidency.

Sibley: [Laughs] But it wasn't a very big Y. I mean it sounds big but it isn't. I was talking recently to Georgie Hardy's mother. Her daughter has been the president of the board of education in Los Angeles and on the board for some years and I said, "We saw each other a lot and had so much in common. The only difference was Los Angeles is slightly bigger than Berkeley." [Chuckles] I'd rather work in a smaller area, I really would.

Morris: Did you have any interest in going on to regional or national Y boards?

Sibley: I was nominated for the national board.

Morris: I would expect.

Sibley: The reason I was turned down was that I was too old and this was fifteen years ago. That was before I went on the school board. They decided they wanted to go for younger people. I amused me a lot because [chuckles] I can outwork most younger people.

Morris: Yes, I would say that age gets to be kind of relative.

Sibley: But I was nominated by several Y's in the West. I was sort of disappointed. But then when I was then asked to run for the school board I thought that this was something that I would really rather do. It's local; I like working at the local level. I really do.

Morris: That was the distinction that I was asking. Some people enjoy one organization because it does offer them the opportunity to go forward to higher levels.

Sibley: I think a lot of people do that who have political ambition but I never had any political ambition. I felt that I could always be interested in the Y and that being on the national board really was not necessary, though I would have enjoyed it, let's be very honest, and I was disappointed for the reason given because I had some very nice recommendations sent in that I didn't know about until afterwards. I didn't even know that I had been turned down until afterwards!

Then when I was asked to run for the school board a couple of years later I thought, well, I wouldn't have been able to do this if I had been on the national board. I'm a great believer that things work out for the best. I really do. I think your life sort of takes turns and you make the best of them as they come along. Of course, in the school board I went to several national conventions too and met the educators. But I was not as much impressed with them as I was with the leaders of the YWCA. That's a general statement. That wasn't true of all of them by any means, but by and large I was not as impressed with them.

Morris: Did you see the Y as a place where you could try new things and broaden your own--

Sibley: Yes, that was the thing about the Y that I liked best, that it didn't feel that it had to hold on to a program but if it saw any need--like the Kaiser Cement slogan, "find a need and fill it." We were not restricted from trying things and that was one of the things I liked. I started the Freedom is our Business project in the Y because that year I was chairman of programs and I just thought that was a very important piece of program and I got the board to approve it. We also did this survey of high school activities. We worked in cooperation with the [UC] School of Social Welfare and they helped us do the summarizing of the needs.

Morris: There were some reports that Ruth Hart talked about.*

*See Ruth Arnstein Hart, Concern for the Individual, Regional Oral History Office, 1978.

Sibley: Ruth and I worked on that together.

The one that I remember--Davis McIntyre--was the leisure time activities at Berkeley High School. Then Gordon Hearn worked with us on social problems. This was where really I got to know Ruth because we worked together on all these programs that had to do with young people and she was such a help. Gertrude Chernin was on the board at that time and she helped us too in our entree with the School of Social Welfare. Then I guess the main thing I did for the Y, I was chairman of the centennial committee and we raised our money. Each organization had a quota.

Morris: For national?

Sibley: National. We managed to raise our money and that's when they named that room the Carol Sibley Room, because I had been chairman of that. Bob and I went on a trip and when I came back they had a dinner. Helen Hunt was president that year and toward the end of the dinner they reached under the lace tablecloth and pulled out this thing and said that they had decided to dedicate that room and make it the Carol Sibley Room and that's when they put the plaque up. It had nothing to do with money, it had to do with service.

Morris: That's a good thing to have in the record.

Sibley: I think it's much nicer. Some people think it's because I gave them a lot of money but I didn't ever have a lot of money to give them. [Chuckles] Let's see, what else is there.

Morris: What was there about the Community Y, as opposed to the University Y, that made you willing to take on the presidency?

Sibley: Yes, I'll tell you why. I found the University Y a very soul-satisfying experience. The people were all warm and wonderful and good Christians and they really were very much interested in the Y's ideals in the south. But they had very little concern about Berkeley and our problems. They had the community service department, with which I worked, which got leaders for different clubs and for different activities. But it didn't seem to me that they ever really cared--they may have cared but they didn't work on (I'm getting on tender ground here)--they didn't work on things that I as an activist would have liked to see them work on. I thought their vision and their idealism and their warmth and their fineness as people was something I'd love to have an association with and, of course, they weren't struggling for money all the time like the other one was.

Sibley: But I found the Community Y a place where you could really zero in on the problems of the city and see what you could do to help solve them. We worked on the racial equality thing. We worked on Albany Village. Ruth must have told you that.

Morris: Just a very little. This is the University housing for students?

Sibley: Yes, Ruth Plainfield can tell you more than I can about that, because I went down with her. I went with Ruth Plainfield to see the major and see what we could do about the conditions there. But I don't really remember too much about that.

We also worked hard to be sure that there would be no discrimination in hiring in places like Hink's or of allowing people to go to dining rooms at the Claremont [Hotel] and things like that. Those things just somehow were much more interesting than what you did about problems in Alabama for the University Y. It was to sort of get hold of doing something here and this is what appealed to me about the Community Y.

Then that led to the festivals which we had here for nine years at the house and Bob was an angel about that because he really got put out of his house for a good week. But that was a thing that everybody was involved in. We must have had 100-150 people working on those.

Morris: Were they all Y members?

Sibley: Yes, they had to be Y members before they got through--we may have pulled them in but they joined. We met all spring long because it was in the summer that we had them--in July or somewhere along in there. People liked doing this. It was a fun thing, they liked doing it. We never made a great deal of money. I think the most we ever made was \$4,000 after all that work.

Morris: That seems like a giant sum.

United Crusade and Council of Social Planning

Sibley: In those days it was quite a sum, more than it is now. Then out of the need for money at the Y, I was asked if I would be the chairman of the residential drive for the United Crusade. I thought, well, somebody's got to get out and do it so I'll do it. [Chuckles] We had a very successful drive that year. I did that for two years and then they asked me to do it for the county which I did for two years and then they put me on the Bay Area board and again I preferred

Sibley: working at the local level. I really felt my time was wasted by the meetings we had to go to; all the decisions were made by the other committees and we were there just sort of as window dressing, was my feeling.

Then I was on the Council of Social Planning as another avenue connected with the United Crusade.

Morris: Could you talk a little bit about how that got started in Berkeley?

Sibley: I don't know just how the council itself got started.

Morris: There was a council of social agencies.

Sibley: What started was that way back before I was on the board at all, so it would have been before 1945, the YWCA had started the group work section. Now, whether it was just a section by itself or whether it was part of a social planning group at that time, I don't know. That's something you'd have to find out somewhere else. But the group work section brought together all the heads of the group work agencies in the city. Then later there were the health section (that was both physical and mental health), and a counseling section, and this became together the Council of Social Planning. Now, it may have been before. All I remember was that I was a member of the group work section that the Y started.

Later, I was a member of the counseling section when I was on the board of education because I wanted to know what the counseling section was doing in the city. So I was a liaison from the board of education to the counseling section. Then they started pulling the council over into Alameda County. They gave up the local one. Lucile [Marshall], of course, knows more about that than anyone else because she was the head of it.

Morris: Yes, she was director of the Berkeley area Council of Social Planning.

Sibley: Yes. Then when it got over to Alameda County it really became more of a research program and a planning program but sort of lost the local touch and again I felt this was too bad. Now that's been given up, and we don't have a local Crusade office. We don't have a local Council of Social Planning and I felt this all along and said so all along, so I don't mind saying it again, that I feel that it's too bad when the local goes because this is where ideas get started, where needs are seen, where volunteers can be recruited to do a job. I don't think this is so true when you get further and further and further from the problem.

Morris: Did the Council of Social Planning, when it was just a Berkeley organization, actually go out and recruit volunteers to work on specific things that they decided need to be done?

Sibley: They got them. I don't know how they did the recruiting, but they certainly got a lot of people to work on these things and they had various committees set up and they put on programs. I can remember an excellent report on mental health that the health section did. We got the group work section interested in the Y volunteer program (that was the youth volunteer program) and also in the leisure time activities things.

Morris: Yes, they did a report that is in the library of the School of Social Welfare.

Sibley: Yes, I think the council was the one that issued it, but we at the Y did the initiating of it and it was through Davis McIntyre's classes that we did a lot of the interviewing and things like that. My memory of these is a little hazy so I don't like to be too--

Morris: What is not in the report, but what Ruth Hart responded to particularly, was the problems with the social clubs. Do you remember that?

Sibley: Well, that was the very beginning of it. Because there were so many people feeling that kids' feelings were hurt and that the high school was divided between the ins and the outs. The whole feeling of this kind of thing at that age we felt was bad. If you were in you had it made, this was the feeling. So this was one of the reasons that we started the study of leisure time activities. What else was there and what else could you substitute for it and who needed it and how did you go about adding to it?

Of course, at that time the Y had teenage clubs and that was one of the things that we hoped would help solve it. I don't think it ever really did because I think it attracted a different area of girls. The ones that were in the social clubs pretty much had their own fun anyhow. It was one of those things where they went to dancing school and they had dancing classes--

Morris: They partied together.

Sibley: They partied together. We had really good clubs, teenage clubs, for quite a while with good leaders.

Morris: The report indicated that with the students that they interviewed, the YWCA was not viewed as a very popular activity.

Sibley: I don't think it was and I don't know how they chose whom they interviewed either.

Morris: Right, that's always a question. The other thing I wondered is if the fraternities and sororities on campus had the same kind of aura that those social clubs did in high school.

Sibley: I don't really know too much, but I do know that a lot of people in the high school age group felt that they were sort of getting ready to go into the sororities on campus, not necessarily that they would be rushed for certain sororities, but they felt this was a plus in their making it at Cal if they went to Cal and a lot of them did, of course.

I think the sororities have a very real role to play, I mean the ones at Cal. Housing, for one thing, is very important and they do try to keep their academic grades up. They have an academic committee and they do, most of them, have some kind of a social work program, a charitable program. I don't think now they're anything like as important from the point of view of making a success in college because I think during the sixties they went way down hill. From the little I know about sororities, and I'm not a sorority person myself so that I don't really know a great deal about it, I think that they fill a very real need for a lot of girls. It gives them a secure place to live and a group of friends; that seems to do this more than just living in a dormitory and certainly more than just living around in apartments.

Morris: In today's kind of setting, yes.

Sibley: I wrote an article on this in one of those magazines. Maybe it could be dug out.

IX BOARD OF EDUCATION: ELECTION AND FIRST TERM EXPERIENCE

1961 Campaign

Morris: Did the Y's concern with the social clubs go on into other concerns about education in general?

Sibley: No, I don't think so, not as I remember.

Morris: How about yourself?

Sibley: Oh, my interest in education grew out of my YWCA experience in seeing some of the things that seemed to me needed to be done. I really had no contact with the schools except through the Y and through the Volunteer Bureau when people came and asked me if I'd run for school board. But I had had a lot of experience. When I worked at Wellesley, I visited every prep school in the country and talked to them and knew what their problems were and knew what the academic problems were as well. My father was a school teacher, a professor, and my mother had her own school, so that I had been brought up in an atmosphere that thought education was terribly important and therefore, when they asked me--and this was after Bob died.

They asked me once before Bob died and he asked me not to do it because he knew how much time it would take. But after Bob died, I thought, well, maybe this is what I ought to be doing. So I ran in 1961. He died in '58 and I ran in '61.

Morris: Who was "they?"

Sibley: A committee of people came to see me. Dottie Moody was one of them. She's now Dorothy Field. Well, she was then Mrs. Graham Moody. And Annaliese [Roda]. Helen Hunt is the first person that approached me on the subject but she died in between. She was president of the Y, and she was my neighbor and we used to have

Sibley: many a conversation. I had endorsed Sue Selvin when she ran for the board and Helen was chairman of her committee and she did not make it. It was hard to get a woman on by election.

Morris: Yes, that's one of the things I would like to talk about. At that point there was a woman who had been appointed when her husband died.

Sibley: Yes, I've forgotten her name.

Morris: Mrs. Alice Sackett.

Sibley: Mrs. Alice Sackett and then Mrs. Reedy had been on the board and then Mildred Brown. There have been about five women on the board over the years.

Morris: One at a time?

Sibley: Yes, one at a time. I don't think there was ever more than one at a time.

Morris: Was it a token woman kind of a thing?

Sibley: I don't know whether it was or not. Of course, with Mrs. Sackett it was because her husband died and they just thought it would be nice to let her have the job. Mildred Brown was a very good board member I thought from the little I could find out about her. I know her now and she's always been a supporter of my causes which makes me like her. [Laughs] Aileen Reedy was a sort of sorority woman. I think she was the head of a sorority house. I think that's what she was.

Morris: She was a house mother?

Sibley: Yes, a house mother. She was an ardent Republican and I think she was supported by the more conservative groups, shall we put it that way.

Morris: In 1961, were the Republicans as conservative as they're now thought of?

Sibley: Well, they had Johnny DeBonis. Although I think a lot of Republicans supported me. I didn't realize--I was naive, I did not realize--how the city was divided. I did not think of the school board as being a political office. I just thought that the place you were elected to was where you served. It never occurred to me that it was going to become what it certainly did during the period I was on the board, a political affair. But I found out, because

Sibley: once they asked me to run, they got me to go around to the grassroots Democrats and to the Women's Democratic Club and try to get their endorsement.

At that time, Roy [Nichols] was running and the big push was really to get a black on the board. The time before, they had tried to get a young man named Charles Wilson on the board and Roy had run for city council. Then when Roy ran for this though, we did not run a joint campaign, we shared a great many things. For instance, if I had a good meeting going in the hills, I'd see to it that Roy got invited and he was always the hit of the show. [Laughs] If he had something going in the flats and a church meeting, he'd say, "Why don't you come along, Carol, and get to know them."

But so far as our campaign structure was concerned, it was entirely separate. But really the people that ran against us were not so impressive anyhow. I think that in those days in campaigns if people knew us they would probably vote for us. We had one candidate, Mrs. Herbert, who had been a cashier in a bank and her campaign speech was, "I bet I've counted up more money than any of you will ever see."

When they asked her what she'd done (they had asked me what I had done in the community and what Roy had done in the community, we both had rather strong records at that point) she said, "Well, I'll have you know, I don't go gallivanting around the world like some"--meaning me--"I'm a red, white and blue American and you could eat off my kitchen floor." Isn't that a lovely statement?

Morris: Incredible.

Sibley: Absolutely marvelous. Then we had a very nice young man who was very naive. He said that if two hundred dollars and shoe leather could win the campaign, he'd win because he was going door to door all through his neighborhood and complaining about the fact that we weren't teaching reading well in the schools which is sort of a perennial complaint. That was Mr. [Phil] Coney and then Fred Baer ran. He said his two chief qualifications were that he would always have his telephone at the disposal of anyone and they could call him day or night at home or at work and that he had been treasurer of the Hillside Club and had been whatever you are in an Episcopal Church--not a deacon, but whatever you are. I've forgotten that title because I'm not an Episcopalian. Anyhow, he'd served in that capacity. His wife, Elizabeth Baer, was much better known. She was a very prominent member of the College Women's Club. I think she might have been able to beat me out if she had been the one who ran.

Morris: At that point, Paul Sanazaro was on the board.

Sibley: Paul Sanazaro--this is a good story you might like to get in. Paul was on the board and [Spurgeon] Avakian was on the board and Mrs. Sackett was on the board. Quayle Petersmeyer was on the board and somebody--Vic Bottari--had resigned so there were only four. There were two liberals and two ultra-conservatives--moderate liberals, I would call them and ultra conservatives at that time. They had to fill Vic Bottari's place and they interviewed dozens of people including Robert Sproul, whom they turned down, and me, whom they turned down.

Morris: Robert Gordon Sproul?

Sibley: Yes, the president of the University. He'd just retired, I think, but anyhow he wasn't good enough for the school board. [Laughs] Sparky [Avakian] told me later with great glee that the reason I had been turned down--he said they liked me very much, all of them, but then they examined my credentials and found that I was a member of the YWCA, the League of Women Voters, and the ACLU and that showed them they couldn't trust me. [Tape interruption: telephone]

The funny part was that they didn't even really know what the ACLU was that day I went in. I was all dressed up in a hat and veil and gloves (those were the days when we did it) because I was on my way to the twenty-fifth anniversary banquet of the ACLU and I said so when I went in. I said, "I really wouldn't come in dressed like this but I'm going like this right from here."

Sparky said it apparently didn't register until they finally got to saying, "What is the ACLU?" Then, that was it. But the YW and the League of Women Voters were right in there too.

Of course, the fact that I was interviewed and had this happen helped persuade me to run when I was asked to run.

Morris: I've been told that there was a group in town who had been concerned for some time with trying to find a different kind of candidate to run for the school board and they talk about the election of Paul Sanazaro as having been a real breakthrough.

Sibley: Yes, I'll tell you who you can talk to about that. I wasn't privy to that but Lenore Richardson (Nonie Richardson) was one of the people that helped get Paul Sanazaro elected and I don't know who helped get Sparky. I think Tom McLaren ran Roy Nichols' campaign, which is really very funny. Remember that we had little nickels made into buttons and you wore that if you were for Roy Nichols? I've got one of them. I have a lot of campaign buttons. I save them just for fun. Tom was the one who designed that. Now whether he ran the campaign, I know he worked very hard to get Roy elected and he was also a great friend of Bill Sweeney.

Morris: I know that he's very fond of Bill. I had thought that dated from the years they were on the council.

Sibley: That was when it did, but Bill Sweeney went on the same time that Roy and I did. We all went on together in the same election.

Morris: Were you campaigning on a platform of broader minority rights and participation?

Sibley: No, that wasn't the platform. I don't know where they are, Gaby, I've got them in a scrapbook somewhere. I have my platform, the way it was outlined. I don't really remember what it was excepting it was for excellence in education for all children, that was my main thrust, and better counseling and libraries in the schools, as I recall. A platform has to be a little on the vague side, because if you promise specifics, you don't know until you get in if you're going to be able to do anything about them. So I had learned that and I had to say, "I'll just give the best of my judgment to the problems as they come up and these are the things that are meaningful to me." That was it.

Morris: When you said "excellence for all children" did you mean with some special attention to black kids?

Sibley: I meant I wanted to be sure they got the opportunity for it. At that time, I wasn't as aware of the need for special education. I was thinking of poor children. The whole thing that's called special education really came into my life after I got on the school board or just about at that time, but I certainly meant people of all races and people of all economic sides. I didn't know whether it was going on or not. You have to really get into something to find out what the causes and what the problems are.

I very soon learned a lot about the need for special education and the need for a better education of the youngsters who were going to the West Berkeley schools. We had the most remarkable presentation given to us, I would say along about 1963, by the teachers in the West Berkeley schools who said, "Now, look, these are the things you've got to know about and you've got to do something," and that led to the further investigation that came with the Hadsell Report and that led to the integration of the schools.

But they said you've got to realize that we have children who come in here without enough food in their stomachs. We have all the youngest teachers that just come in, we don't have the best teachers. We get the leftovers to a certain extent. We have much larger class sizes than they have in the other parts of the city and very little in the way of parent-teacher groups; they were not strong at that point.

Sibley: Now, they started building them up at Lincoln and they had an exchange between Lincoln and Emerson parents and all this led to the eventual understanding of what a really different kind of education was being given in different parts of the city. I'll never forget one of the things that was done. Lincoln and Emerson had parents and teachers going back and forth. I think this was when Harriett Wood was principal at Emerson. I'm not sure of that. The Lincoln kids went up and the kids at Emerson put on A Midsummer Night's Dream or parts of it in their rickety old building, because it was before it was redone, and the kids went back to Lincoln and said, "Jeez, their building isn't any gooder than ours is." [Laughs] They spent the day. I think it was fifth and sixth grade classes. They exchanged classes. I was there that day. It was really very interesting.

Morris: Going back to your campaign, did the same people who asked you to run then work on your campaign?

Sibley: Oh, yes. We had a wonderful committee, a marvelous committee. I don't remember who they all were at this point. But Annaliese was my appointments chairman and I talked to every group in town, I swear I did. Dotty and Graham were the co-chairmen. Marian Fitch got up a party at the University Y and they invited many, many people to that.

I did get the recommendation of all the Democratic clubs. John Roda was the treasurer.

Morris: Was Doris Maslach on that campaign?

Sibley: Yes, Doris Maslach was on it.

Racial Attitudes, School Bond Efforts

Morris: Were any of them particularly urging you in the direction of integration?

Sibley: No. It didn't come up.

Morris: What was the general climate in Berkeley at that time about race relations?

Sibley: Well, I think you'd better read my book Never a Dull Moment.* [Chuckles] Really and truly I didn't know what the general climate was at that time excepting it was fairly conservative.

*Documentation and Evaluation of Experimental Projects in Schools, Berkeley, California, 1972.

Sibley: Then they had hired Wennerberg. He was already superintendent when I ran. They had had Tom Nelson who was pretty much of an authoritarian figure. They hired Herb partly because he was so approachable which was his downfall really, because he spent so much time being approachable that to some of the members of the board he didn't carry through as carefully as he should on the administrative angle.

I happen to think Herb was a wonderful guy and a very caring person about the schools and he let people have just enough of their own way to go. For instance, when he organized his team to work on recommendations for integration in the schools he supported them, even when they recommended the grade schools as well as the junior high school. They were people like Milton Loney and Tom Wogaman and Danny Freudenthal. He gave them their head.

He said, "This is what you're to do. Now do it." They have great admiration for the way he handled their assignment and he was the one who listened to the representatives from CORE who came and said, "Your schools are segregated. You better do something about them." It was under him that we set up the Hadsell Committee.

Morris: There had been the Staats Committee before then.*

Sibley: Yes. Roy got interested in the schools through that because he was on that committee.** I didn't know much about that, but it was really the opening wedge in having us look at the fact that our schools were--some of them--95 percent black.

If you live in this part of town you never even think of it. You don't realize they are. I didn't realize they were until I was asked to look at it and then, of course, I was appalled. I think this was true of the general populace in the hills. They had no idea of the percentage of children or of the tremendous differences in the schools. Oh, maybe there would be a token child or two in Cragmont or in Emerson, something like that, because they'd moved into the neighborhood like Al Simmons had moved into

*Committee appointed in June, 1957; made a report in December, 1958.

**Reverend Nichols, later presiding Methodist bishop in Pittsburgh, Pennsylvania, had also been a member of an NAACP committee that asked the Berkeley school board to look into the education of Negro children in 1955.

Sibley: the Claremont neighborhood with his six children and they went to the Berkeley schools up there. But it was very unusual to find a black child in those classes. We did find out that they were not having the nutrition they needed, they were not having the size of the class that they needed to really accomplish anything. They did not have the more experienced teachers and so forth. I've got somewhere that West Berkeley report; I quote considerably from it in the book.

Morris: In Never a Dull Moment?

Sibley: Yes, because I really did a lot of research on that. [Pause] I'm trying to think what else went into the making of the--very soon (I can't remember the exact date) but very soon after we got on the board, Roy and I almost immediately did get involved in the racial distribution in the schools.

Morris: Whose idea was it to appoint the Hadsell Committee? That was a fairly good-sized committee.

Sibley: I think Avakian. I think we all were interested in having it appointed. The thing that is interesting to me (and people ask me about when I was on the board) is that, with the exception of Quayle, we were four of us who right from the very beginning moderate liberals. I wouldn't say we were full bright red ones. We were very much interested right from the beginning in trying to make the schools work well for all the children including black ones. Then, of course, when Quayle retired--

Morris: He resigned.

Sibley: He resigned just as we were adopting the--

Morris: Yes, the Hadsell Report was in and the votes hadn't been taken yet.

Sibley: That's right and then we adopted the Ramsey Plan and Quayle--he really had a good reason to resign. His business had moved down the Peninsula and he went to live in Atherton.

Morris: Yes, but he could have commuted.

Sibley: He could have-- [Tape interruption: door bell]

After we realized the situation in the schools, integration was our aim. We had that one aim in mind the whole time and we worked together on it. That's what I think is important. When we replaced Petersmeyer, I guess it was with Maisel, we were then all in a very sympathetic commitment to this one thing and that

Sibley: was what we worked at. We didn't always agree on the details but we agreed on the goal and I think that's very important to stress.

Morris: The goal being that the schools needed to--

Sibley: They needed to serve all the children equally well and we were not doing it. We saw integration (we then said integration). I think probably we always should have said desegregation--as a very strong step in the direction of equality of education. As I look back on it, I still think I would not have done it any differently. When Neil Sullivan succeeded Herb he came with that goal. We had already adopted the Ramsey Plan and did that under Herb, not under Neil. Then Neil took it up from there to see that that would work and that we would work towards the integration at the elementary level.

Morris: The impression in the community was that when Herb Wennerberg left, the board was looking for somebody with experience and commitment towards integration.

Sibley: We were, we were definitely. But also I think I made a campaign speech that came back to haunt me several times that I did not want to go into the elementary level until we saw how the ninth grade worked. Another thing that I was responsible for was that they were going to move everybody that first year down to West Campus, all ninth grades. It was also a year when they were doing a lot of rebuilding down there at the former Burbank Junior High. So I asked them to put off sending the Willard kids down there, since Willard was already a pretty well-integrated school, until the next year when the school would be finished and you wouldn't have both the confusion of building and the confusion of this whole new idea of education; and I still think it was right and they agreed. But I wouldn't vote for it unless they said they'd do it that way.

We had a lot of pressure, good pressure, from people who were afraid we weren't going to go ahead with this. People like the Schaafs and a gal named Mrs. Morley Baer (I can't think what her first name was now); of course, people like Amanda Williams, Carl Mack, and all the rest of them. The sad part now is that they aren't active now in trying to make it work. It seems to me everybody should have stayed active in trying to make it work better than it has worked.

I just heard a report from the Concerned Berkeley Black Parents and the consensus of the advice they got at their meeting and that seemed to be received well was that the black parents today have to get in and pitch in the way the people pitched in in order to get the desegregation of the schools and they're not doing it. This is

Sibley: what was the consensus of the report. I wasn't there but I had somebody give me a report on it yesterday. But there's just got to be more parental involvement and more parental training on how to work with their children when they are not succeeding. Black children nationally in these exams that they're taking now on whether or not they can read at grade level or so forth--maybe 50 percent of them are passing whereas 95 percent of white children and 95 percent of Asian children and considerably more Chicano children even with the language difficulty are passing them. That's because they feel that the Chicano family is a stronger unit now.

There are so many single parent families and the mothers work and they don't have the time and they don't realize how important it is that they turn their kids on to reading instead of TV and so forth. I think that a lot of these things are responsible for the fact that we haven't done as good a job as we had hoped we could do. I'm not blaming anybody on the board. I just think you don't know all these things when you start.

##

Negro Political Activity

Morris: Going back to 1961, were there many black people involved in your campaign?

Sibley: Not in my campaign, but I got to know a good many of them through Roy's campaign. As I recall it, there were none involved in my campaign as such because that was when I started--through the Y I had known a lot of black people and I know they supported me but I don't think they worked on the campaign. I wish I had a roster of who did work on it. It was a committee of about ten very hard working people--people like Joyce Baldwin and Dottie [Moody] and--

Morris: Were they people who were normally involved in campaigns every time there was an election?

Sibley: Not Dottie. I think Doris Maslach had gotten interested in it because of trying to help pass some school bonds and I think that's how Annaliese [Roda] got interested. Oh, and one of the things was that the school bond committee interviewed us also and wanted to know if we would support the school bond effort because if we wouldn't they didn't want us to get to be on the board and we all said, yes, we would indeed. We thought it was extremely necessary. Do you know we took five years to pass that school bond? We finally passed it by something like sixty votes. That was when you had to get two-thirds of the votes cast.

Morris: It's interesting that with just Avakian and Sanazaro as new thought on the board, they were able to convince the board prior to you that there should be a school bond election.

Sibley: Yes, I think it was great. They had appointed a committee to study the elementary schools and a committee to study the secondary schools and then those people reported back. I've lost the names of a lot of those people but Tom McLaren was involved at that point and somebody named Reuth. Nonie Richardson was involved and Tom Richardson. Bill Corlett was very much involved at that point and I am sure there are lots of other names that I just can't think of right now. But the report came through and the school board voted to go ahead with it; I think they had already had three campaigns by that [time]. They had two more and the last one was the successful one that passed by such a small number. I think all of this is also in Never a Dull Moment.

Morris: Yes, you did a marvelous chronology.* Why was it so difficult to pass school bonds?

Sibley: Well, we had a very, very strong Taxpayer Association reaction against it for one thing. I think a lot of people of all political ilks were for it but they didn't know why we really needed it. That's not fair. That's a very enigmatic statement. What I mean is that I don't think that it divided along political lines about whether we needed new schools or not. It was more of reluctance to have the taxes raised.

Because of those large committees that worked on the examination of the needs at the several levels, a great many people were involved. But the people that were against us--Wow! Somebody from Jack's Antique Shop would stand next to us when the votes were being counted and just grin all over when we got through, finding that they had defeated us. I remember him so well. I think his name was Smith, I don't remember. But I can remember the glee with which they defeated that bond issue. It was the first one that I worked on after I was on the board. The thing that really bothers me about it all now is--that was all going under Wennerberg, the whole thing. We even had the architect chosen and the sites and the plans approved while Wennerberg was on the job. None of that was under Neil. I think people forget how instrumental Wennerberg was in a lot of good things. I'm not trying to put down Neil, I'm trying to put up Wennerberg! [Laughs]

Morris: Right, I understand. It sounds almost as if each person builds on the last.

*In Mrs. Sibley's papers in The Bancroft Library.

Sibley: Yes, right. What Neil's interest was and why we hired him primarily was to make desegregation work and I think he did an absolutely fantastic job. But all the groundwork had been laid during the period that Wennerberg was there.

Morris: Is your sense that some of the leadership was coming from Wennerberg and faculty as well as the community?

Sibley: Yes, very much so.

Morris: That they were trying to move the board along?

Sibley: I think it was mutual. I think they encouraged one another. We encouraged Herb in setting up his committees. The thing that was said to us by CORE was that they had gone to all the school districts. Everybody else had slammed the door in their faces but Wennerberg and he said, "Come on in and let's talk it over. We'll see how segregated we are." So Wennerberg brought CORE's recommendation to the board and the board embraced it. But he initiated it.

Morris: Where was the NAACP in all this? Were you a member of that?

Sibley: I think that Roy was vice-president of the NAACP at that time. Oh, they were very encouraging in having us go ahead. Frankie [Jones] worked for both of us I think. Frankie was always working for everything good in the community and she was really a very, very strong leader in the black community. I don't like to say "black" because in those days we didn't say that. It was the "Negro" community in those days.

Morris: Or just West Berkeley.

Sibley: West Berkeley, yes, and that part of South Berkeley. She worked and Mary Jane [Johnson] was a very strong supporter at that time.

Morris: She'd been president of NAACP too.

Sibley: Well, Mary Jane did not become president until she defeated Frankie and this was a real fight.

Morris: Really?

Sibley: Oh, yes. So Frankie was president for ten years, I think, of the NAACP and Mary Jane succeeded her. I don't want to cast any aspersions on Mary Jane because she was most helpful in many ways at that time.

Morris: Ten years is a long time to be president of anything too. Was it personal differences?

Sibley: I think they wanted new leadership and I think Mary Jane offered the best opportunity for it.

Morris: Did you feel that it was a strong organization in terms of membership?

Sibley: Definitely, at that time it was. I don't know about it now so much. I'm a member. I have always been. They used to have lots more meetings that I got invited to. I don't know what's happened. I'm a life member of the National Council of Negro Women--in case you didn't know; a secret--and I've been that for many years.

Another person that supported us was Francis Albrier, and Anna Mae Smith who was active in the NAACP and Frankie's sister, Mrs. Mabel Jackson. She was the president of the National Council of Negro Women.

Morris: Did you get to meetings that they had?

Sibley: Yes. I don't always go by any means because they meet almost incessantly. [Laughs] But I go to their major meetings. I did. I try not to go too much any more because I just don't have the time.

Morris: I was thinking of while you were campaigning and being on the board.

Sibley: Oh, yes. They gave me their endorsement too. I've always had a wonderfully nice relationship with what are now the older members of the Negro community, the black community, and I still have that. The NAACP gave me a citation for what was done. The National Council of Negro Women gave me another citation for what was done. I sort of think if you get one citation they sort of grow from each other. [Chuckles] But I've never had any wind of any of them coming my way until after they happened. I mean it's always been a surprise.

I've been to a lot of the meetings of the Council of Negro Women and the NAACP. Those people I think are as distressed as I am at the cleavage now in the black and white community because I think they feel that we've got to work together and I don't think there's a lot of that going on in the present leaders of the black community, including Mary Jane at the present time. She seems to see everything now as black or white rather than that we're all human beings. I think she feels this is what she's got to push and I think she's very sincere about it.

I like Mary Jane, I always have, but I have not liked some of her decisions of late because it seemed to me they were based only on black against white. I think this is where her strength

Sibley: lies and this is what she's got to push for, so I'm not criticizing her. But I'm saying this has caused a rift, I think, in the board-- this whole idea of affirmative action versus tenure which is something that is not a local law at all and yet nobody recognizes that as a real thing to deal with. It's very hard to do and the teacher's associations don't help because, of course, they're for tenure and then at the same time they're saying you've got to use your affirmative action.

One of the things (I think it's in the book) about affirmative action is that when we first had this phrase brought to us, we sent Barney Johnson and Larry Wells and Cole Gilliam all through the country hunting for good black leadership for our school district. We also adopted a policy. Hazaiah Williams wanted us to say that we would within three years have as many black teachers in proportion to white teachers as there were white kids and black kids.

I fought him on this because I said, 'Hazaiah, they aren't there now and lots of other districts need them too and I don't think we can move that fast. I would be willing to say we will move as fast as possible to attain that goal. But I think we would be being dishonest with our community and with the black people if we said, 'We will do it within three years' because we have a staff that you replace slowly and we don't have many places available and there really aren't that many qualified to fill our jobs and those in other communities yet."

He said, "You wouldn't say that if it was white you were talking about." I said, "I certainly would. We've always said that we would never take any staff under the top 25 percent of the applicants as far as their records go." The board supported me on that and Hazaiah and I had somewhat of a falling out. But I still think it was right.

Morris: You mentioned a while back that integration was the word that was being used in the early sixties. Would you say that that was the goal of people like Francis Albrier and Frankie Jones?

Sibley: I think when we said integration at that point, we meant that we wanted all children to be treated alike, no matter what their color, and have the same quality of teaching and the same quality of classes, the same interest in them as children, the same kind of counseling, and not any second rate stuff for anybody. That's what I think we meant by integration.

We thought, maybe wrongly, that if we put the children together in the schools right from the very beginning that they would grow up feeling that there was no difference and that they would therefore,

Sibley: by the time they got out of high school, have an appreciation for each other as individuals rather than as a different race. This was really what I think we all thought. We didn't mean necessarily that sitting next to a white child in school would erase the barriers, but we thought that if they were sitting next to the white child in school they would all have the same kind of a PTA, the same kind of teaching, the same amount of money spent on the library, the same amount of money for the other things, and the atmosphere would be one of appreciation of differences--but just the same they would be all appreciated. That was what we meant when we were working for integration.

I think now my feeling is that I'm very glad we "desegregated" the schools and I think what we should build for now is an appreciation of diversity in the community and a feeling that it's a more beautiful community, the more that diversification is understood, appreciated, and allowed to happen without feeling that anyone is better than anyone else. I don't think we ever thought that necessarily being white was better. We just felt that being black had not been equal and this, of course, applied also to Asian and Chicano, but the moving force was the black influence.

Morris: When you were first on the school board were there any similar overtures from the Asian community or the Chicano community?

Sibley: Not when we were first there. That came later.

Morris: There's always been a fairly sizable Asian population in Berkeley.

Sibley: The Asian community, I think, leaped on the bandwagon when they saw that we were really being able to do things about the black community. We set up an Asian task force and they told us what they thought was wrong and what we should do. I don't know how satisfied they were, but my feeling was that they were working in a very reasonable, thoughtful and positive way to get things done for their young people.

One of the things they thought was that most of the Oriental children, although they were good students, would be pushed into careers that used the mathematical or the technical skills only. I don't think that was necessarily true, but they felt this was true and the fact they felt it was true made them want to have some things changed. They felt that because they were quiet in class and didn't make a lot of noise that they were many times overlooked as to the possibilities that maybe they had. Of course, I think now, their records show how well they've done. Fantastic. But on the other hand, I've learned through the Dream [for Berkeley] that it's the hardest group to really integrate into doing things together of any group I know.

Morris: Together with other people?

Sibley: With other people. I think they've become more of an Asian-American group in the city. I don't know if you were at the Dream meeting but one of the things we asked them was what were some of their problems and they said, "Because you think we're all alike. We are Korean, we are Philippine, we are Japanese, we are Chinese, we are Vietnamese and so forth and you lump us together and we like to be ourselves."

They didn't have any drastic complaints the night we had that meeting. I don't know if it was because they didn't feel them or whether it was because they didn't want to express them but they were pretty much happy about the way they were treated at that time in the city and in the schools. This was a group that Etsuko Steimetz, who is herself a leader in that community and a member of the Buddhist Church, gathered together. They were all very highly educated people, so that how the gardeners might have felt or other people, I don't know.

Morris: Or how the educated Japanese or Chinese or Korean feels about the one whose skills are in gardening.

Sibley: Yes.

School Visits

Morris: When you were first on the school board I remember a number of people commenting on the fact that you spent a lot of time in the schools.

Sibley: In the schools, I did.

Morris: I wondered if that was because people invited you to come.

Sibley: No, I invited myself. Every school board member is always welcome in the schools. There's no doubt about that. At least while I was on the board. I felt that in order to know what was going on I needed to feel the schools, feel if they were happy places, sad places, grimy places, clean places, order in the hallways, take a look at the curriculum. I think I visited practically every school at least once a year.

Morris: All the time you were on the board?

Sibley: I had some schools I went to more often because I was made to feel more welcome maybe. No, it was sort of an iffy kind of thing. For instance, Jerry Gilbert and I have always been extremely good friends and I loved what he did when he came in with the Head Start program and his involvement of parents and so I was very much interested in how that affected the feeling of the black parents and the other parents with each other. I visited Columbus quite a bit at that time, while Jerry was principal there. I visited Lincoln; Lincoln had this Lincoln-Emerson thing going that was really a very fine pairing of two schools.

Morris: Did the parents put that together pretty much?

Sibley: The parents put that together. They did a beautiful job. This is where I think I met Amanda Williams for the first time. I've forgotten the names of some of the people. I think there is a Slovick in Emerson who was one of the leading people there.

I used to go down to West Campus a lot and I had been to Burbank a lot.* I hadn't at that time gone quite as often to the high school. Oh, I had great friends at Willard and I got Willard to be a sister school to a Japanese school (this was under Wennerberg too). Somebody suggested that it would be nice if we had a sister school with an Oriental school and I found out about the Izumagaya Junior High School on the outskirts of Kyoto and Herb sort of queried around and Willard thought they would like to be the school to do it. So they became a sister school. I visited there and some of the Willard parents visited there quite a few times. So I went to Willard on account of that. I didn't go to Garfield so much. I somehow felt that it didn't have the problems at the beginning. When I did go to Garfield they didn't like me at all because that was when we were trying to do the ninth grade school and many of the faculty at Garfield were very, very much opposed to it and so I felt a very hostile atmosphere there.

I remember very well when we had already adopted the program and Carl Dwight, who was to be the principal at West Campus, and myself and I can see this woman (I know her so well)--Esmer Clark--one other person went over to Garfield to explain to the kids why we were doing it, what we thought would be the advantage of a ninth grade school and Carl got up and talked about the kind of school he wanted it to be. I talked about the fact that my father had been principal of a high school and that he had had the fun when he went in as a new principal of helping to set a lot of the standards and the traditions and they would have that opportunity as the first ninth graders and so forth.

*When Burbank Junior High, located in West Berkeley, became the ninth grade school, the name was changed to West Campus, Berkeley High School.

Sibley: Esmer is the one who arranged it. She was then head of curriculum under Wennerberg. Afterwards I went down in the audience to speak to some of the teachers and I never, never got such a cold shoulder in my life as I got there. Some of them were fine. They invited me to have lunch in the lunchroom and the rest of them avoided me like the plague. I didn't go there as often as I should have.

I would go to Emerson. Mr. Ng I thought was an excellent principal and I knew quite a few of the faculty there. At that time I didn't know LeConte so well although I got to know it better later. John Muir.

Morris: Could you get a sense of what the strong points and the weak points were?

Sibley: You could get a sense of whether it was a well-run school and whether there was a feeling of accomplishment and support on the part of the teachers. You really could get that kind of a feeling. I'll never forget. After we had all this discussion on discipline and I think Larry Byers, the minister on the board, had said that he saw nothing wrong with the flat of the hand on the flat of a rear of a child, but no rulers and no other kind of physical discipline. I went over and Elmer (whatever his last name) was the principal of John Muir and opened the top drawer of his desk and showed me a ruler and he said, 'Damn it, I'm going to use it when I want to.' [Laughs]

Morris: Oh, my goodness! Did you then interpret back what you'd seen or found to the other board members?

Sibley: I tried, I always was the one who went to all the conferences because I was the one who was free in the daytime. They didn't really care about what I found out. I would make a report and I would talk it over with the superintendent more because he would have to listen to a board member. [Chuckles] But most of the board members, there wasn't much time to tell them, but it helped me be a good board member. I decided that that was the only value that I really got out of it, learning how schools did things in some other districts and some of the things that we were doing well that I could then encourage.

But I always had a very good relationship with all three superintendents I worked under. I don't mean I didn't have a good relation with the board, but I mean the agendas were so full that as far as giving them a report at a public meeting which I tried once or twice, it just didn't work very well, just as the fact that we had liaison on the Recreation Commission and Welfare Commission and other city council commissions. They would go and therefore that board member understood what was going on in the city. But there was very little sharing of our experience and that I think was a liability.

Board Members, Teachers, Administrators

Morris: I wonder with five people and a huge agenda and different ideas, how you managed to arrive at a policy?

Sibley: We did a lot of arguing at public meetings, but what I call constructive arguing. I don't think that always goes on now. I'm not trying to put the present school board down. I just never will do that, not for publication certainly, because--now for instance--is that on?

Morris: We can delete things if you wish.

Sibley: All right. I feel Louise Stoll is a very careful, thoughtful and in many ways an excellent school board member but her manner is so abrasive that she antagonizes people and then they can't relate to her. I told Louise this; we visited about it because she asked me what she was doing wrong. I first came back after she was on the board and I said, 'Louise, I can't fault you on any of your ideas. I think for the most part you're very constructive, you're very thoughtful, but you come across in such a way that a lot of people sort of go like this.' [Makes a face]

She said, "I know I do." [Laughs] And that was it.

Morris: She has a brisk manner but always seems to have studied the matter--

Sibley: When she writes something for the paper it's very carefully thought out. So I feel that Louise has been a very good school board member and I don't think she's anti-black at all but that's how she's pictured by the blacks and I think this is too bad. I don't think Jim Guthrie or Melinda [Robinson] are either. I don't know enough about Carroll Williams at this point but I do know that Mary Jane [Johnson] feels that her role is to defend the black child, and maybe it is from the way she sees it.

Morris: Was this kind of viewpoint evident when you knew her in the NAACP before she became a candidate?

Sibley: No. We worked together very carefully. A few years ago (three years ago, I believe), the board asked me if I would go down to the national convention and answer questions about Berkeley's integration program.

Morris: The national school boards' meeting?

Sibley: That's the school board that Mary Jane was on and I think Hazaiah was still on and Marc [Monheimer] and Sam [Markowitz]. Anyhow, they asked me if I'd go and they paid my way and I went down and Mary Jane and her husband were there and we did everything together. Mary Jane did her best to get me around, but most of the other districts weren't one bit interested in Berkeley's integration program.

The people from the south would get up and say, "We know what you're going to say. Sit down." They just weren't interested. But Mary Jane and I had a very good relationship. Since that time we've parted on a few issues, but I still have a very high regard for her and I think she does for me. But I don't try to tell her how to run the show. I don't try to tell any of them how to run the show. [Chuckles]

Morris: So people change as well as events change.

Sibley: Yes, I think so, and events change people.

Morris: One other thing I'd like to catch before I forget it. Was the selection of Harriett Wood as a principal a matter of controversy?

Sibley: There was controversy at Emerson School but I think once Harriett was established there, she was well accepted. Of course, Doris Maslach was one of the chief people in getting her in there. Harriett was principal there under Wennerberg.

I took Neil to visit her at Emerson and I had him meet Kathy Favors when he first came and he was much impressed. I think that was when Kathy was one of the committee of three--Larry and she and Roy Takeuchi who were working on understanding between the races. I've forgotten the name of the group at that time. Neil was so taken with both Harriett and Kathy that, of course, eventually they were moved right up in the administrative hierarchy.

Morris: In the district?

Sibley: Yes. He thought we were just so fortunate and I think we were too.

Morris: Did the board have much to say about things like the selection and appointment of principals?

Sibley: They always have to approve them, yes. There never was any hesitancy on the board's part about Harriett in any job, nor at that time about Kathy in any job. I think a lot of people toward the end of Kathy's career, but not while I was on the board, felt that she was doing a lot of things that were more "made work," sort of, for the program of human relations--pillow talks and things

Sibley: like that and not so much really important any more. I think she's doing a simply superb job as principal of these two schools because she's just going to show them that she can do the best job there is and she can. She's a very, very good administrator in those schools and the people like her, both blacks and whites. Kathy's a fine person, and I think Harriett [is] a very bright woman. But when you get moved into an administrative role, the teachers don't like you any more mostly.

Morris: That's curious.

Sibley: It's a very strange thing. Harriett at first worked very hard with the evaluation program for teachers and all. Nobody liked it. They didn't want to be told. And I can remember when Ramona Maples, who was a teacher at Lincoln, got to be made vice-principal she said the next day she wasn't as liked by the people in that school because she had been "raised up" and she felt it from that moment on.

Morris: Above them.

Sibley: Yes, into an administrative position.

Morris: So there's kind of a built-in tension between administrators and teachers.

Sibley: Yes, there definitely is. It's very, very real. I've know it because many of my teacher friends say to me, "Oh, you like the administrators. You just don't know what they're like."

I'd say, "I know pretty well what they're like and I think they're a pretty darn good group of people." They'd say, "Oh, well, yes, we feel differently."

This is the way right from the beginning and as popular as Neil was, he was quite unpopular with the teachers at Berkeley High School by the time he left. When Dick [Foster] came in, he was a "teacher superintendent" was the feeling and by the time he left there was not that feeling at all. I think it's just that when you're in that role, you have a very difficult row to hoe.

When Stuart Yee was president of the Berkeley Teachers Association he asked me if I would come down and have cocktails at H's Lordship's with a delegation from the California Teachers Association which is the upper level group.

Morris: Yes, the state level.

Sibley: I went and I had a very pleasant time and I told them how much of a job it had been to work with the teachers and the parents and the administrators in integration of the schools. I thought it had been a team effort and that we'd all appreciated each other's contributions and so forth and when I left they were very pleasant to me and the next day Stuart called me up and said, "The minute you left they said, 'You have no right being that friendly with a member of the board of education and she has no right feeling that friendly toward you.'"

Morris: That you and Mr. Yee should not be friends?

Sibley: No, the teachers. He was representing the teachers, that they should not be friendly with a member of the board of education and certainly not with the administrators and I had said how friendly they had been and how well we had worked together.

I've encountered this ever since I've been on the board, but mostly the latter years because I really think people subjugated that feeling somewhat when they were working for integration. There was a tremendous dedication across the board of the people that were for it. Of course, there were a lot of people that weren't for it but of the people that were for it you could forgive each other anything as long as you worked together to get this thing accomplished. That was certainly true on the board and I think the administration and the teachers we dealt with. Of course, we didn't deal with the teachers as directly as you might assume. We dealt more with the administrators because we were the policy makers.

Morris: Just in terms of numbers, yes. When you were in your first term on the school board--

Sibley: Which I had to run for twice.

Morris: You had to run for it twice?

Sibley: I was elected for six years and then the recall election came at the end of three years. [Laughs]

Morris: I was wondering if in the first two or three years there, how much there was in the way of participation at the board meetings, if there were a lot of teachers and parents who would come?

Sibley: They would come when the salaries were being discussed and when certain parts of the curriculum were being discussed. I think that Joe Rodeheaver who was the director of curriculum and assistant superintendent for the secondary schools, I think that Joe brought in a lot of teachers when he would present a program, but there wasn't half the hassling going on then as now.

Morris: Why don't we stop here for today.

X ORGANIZING APPRECIATION OF EXCELLENCE IN YOUTH, 1960

[Interview 5: May 9, 1978]##

Idea into Action

Morris: Since you're getting ready to take off to Washington, D.C., with this year's award-winners, I thought we might start today with what was going on and why you thought it was important to start an organization like Appreciation of Excellence in Youth.

Sibley: Well, actually, what started it was our trip to Russia, which made me see how much the Russian people were trying to indoctrinate the young there through the Young Pioneers and through everything that they were doing to feeling a tremendous enthusiasm for their country and a feeling that it was the greatest place in the world and so forth. I came home from that trip appalled with the apathy I seemed to see in many of our young people. I spoke to quite a few church groups about Russia and they couldn't have cared less about their own opportunities in this country. They took them so for granted.

I also served that year on the mayor's committee on children and youth which takes place every ten years, locally, statewide and nationally.

Morris: To tie into the White House Conference?

Sibley: Yes, it ends with the White House Conference. Barbara Morse was chairman of that committee and I was on it and one of the things that we came up with constantly was how much we criticized young people, how little we say to them when they do something good, how little we tried to make them understand the opportunities they all had. So I got this idea, and Barbara agreed with it, that it would be a great thing to start something visible in a rather dramatic way that showed young people that we cared when they did things well.

Sibley: We didn't want it to be the usual scholarship, the usual athletic trophy or anything. We wanted to see how we could figure out the very best way to encourage them in excellence, not as a prize but as an ongoing thing. So we went to call on Mayor [Claude] Hutchison and asked him if he would be willing to lend his name so that we could call it the mayor's committee on appreciation of excellence in youth. He said, "Absolutely." He thought it was a great idea. The only thing that he cautioned us about was that he wanted us to be sure we gave scholarship sufficient emphasis in the program.

At that time, we only emphasized three things. We awarded for excellence in scholarship, in creative achievement, and in volunteer service. It wasn't until some years later that we added what I think really now interests us as much as any: personal achievement, that is--going from some form of handicap or poor showing to a really remarkable change in attitude and accomplishment.

Morris: This was in '59?

Sibley: That was in 1960 because it was following the mayor's conference so it must have been '60. I think our first trip was in 1961. We were very lucky in getting Etholyn Freese to be chairman of the committee as long as I would be finance chairman because we had to raise money. She took over and we decided on the rules and regulations which we've followed pretty much ever since. We tried to have a chairman for each of the three categories and an overall committee that would publicize, raise the funds, and set the policies. [Tape interruption: telephone]

Morris: You were saying that you located Etholyn Freese to be first chairman. Now where had you known her?

Sibley: Barbara had known her. I hadn't known her. She turned out to be an excellent chairman and has worked on it ever since. She was the first person to take the kids to Washington. They wanted me to go but I said I could not go out and raise money and say, "Send me." So I didn't go for about five years and then I did go and got another finance chairman so I felt a little differently about it.

Morris: How do you go about raising money for something that's such a brand new idea in the community?

Sibley: Well, I sometimes wonder. I wrote a letter to every friend I could think of who I thought might be interested and told them what the project was and would they like to donate some money. Then we wrote to the service clubs and got different results from different ones. I went to call on Paul Looper who was then the head of

Sibley: Northbrae Travel and he gave us a very reduced rate on the trip that first year. The first year they went only to Washington; they didn't go to New York too. They went on an air coach and it was before they had such good planes, so Etholyn really had her hands full. But we had a very nice response and most of the friends I wrote to who gave then have kept giving every year which has been very nice.

That first year I think we raised \$2,000 and that did what we needed to do. This year, we're raising about \$5,000 because things have gone up. We give the trip for the first-place winners; this year we had five winners because we had a tie in creative achievement so that was an extra \$500. In addition to that we send, with a good chaperone again, the second-place winners to Sacramento where it is arranged they meet with all the people that are important there in the line of government. [Tape interruption: telephone]

School and Community Participation

Morris: It sounds like a number of the people that you recruited at the beginning have stayed involved.

Sibley: Yes, they have but we've also had considerable turnover and gotten a lot of good people in. We tried to get a representative at every school and in all the different service organizations to be on the lookout for young people with talent and with ongoing excellence. I think one of the most interesting things we did was realize that we simply couldn't judge people on their grade-point average alone because for one thing, one school's way of marking might be very different and some students might have an advantage. So we ask each school to submit the top one percent grade-wise of their senior class and then we have an essay contest that is spur of the moment, anonymous, on a subject--this year the subject was, 'What do you think of your education so far? What are its good points, what are its bad points?'"* They are given thirty minutes and these are turned in anonymously with a code number so that they're judged. Then we have an interview with the students and nobody knows who the students are. Of course, they look at them but they don't know their names. Then they take those three categories of ways of choosing them and put them together and try to pick the top one from that. It's still a very close contest.

*See Appendix for samples.

Morris: I can believe it.

Sibley: In creative achievement we do it in the visual arts, music, and literature, and sometimes we've done it in vocational arts. It depends on the response of the departments really. Anybody can nominate. The schools are the only ones that can nominate for scholarship and it covers all the schools--private, parochial, public. The last two years, the School for the Deaf and the Blind have been in there and they love being part of it.

Morris: Whose idea was that?

Sibley: We just thought of it one day. [Laughs] I don't remember how we got it going. Of course, we don't have any secondary or private schools any more in Berkeley and they have to be people who go to Berkeley schools but we do have the Academy and we did have the one that moved up on Hiller Highlands. They go up to the eighth grade. Bentley. I think Anna Head had moved out at about the time we got this started so that I don't think they ever were part of it and neither is, unfortunately, College Prep, because they're just over the line in Oakland.

Morris: Do you think that would skew or complicate the selection?

Sibley: I don't really know. I'm so impressed; I just finished rereading the essays the kids wrote this year and tonight I'm going to present them to the board of education because I think it will give them a shot in the arm to learn about how these young people feel about their education. It's really remarkably good what these top winners feel.

Then in volunteer service, we try to get groups like the Red Cross, the Boy Scouts, the Y's, any of those groups. They can be nominated by their mother or father or by a friend or by the organization. It doesn't make any difference and they have to fill out a reason for nomination.

Morris: How many parents nominate their children?

Sibley: This year Mr. Bloom nominated his son for creative achievement and Jonathan won. I don't really know because that's a part of it I never had too much to do with. Some years, quite a few peers have nominated people.

Morris: Do any students get a number of nominations?

Sibley: Yes. That doesn't influence us though; it's the quality of what they've done rather than how many people nominate them. We've had quite a bit of contact with the program of summer camp for the

Sibley: mentally retarded, Camping Unlimited it's called. Two of our winners have come from them in the last several years. The year I went I took a boy from that who had a remarkable record of service in that organization.

Then when we added the personal achievement award, it was called the Mary Elizabeth Sullivan Award.

Morris: Why?

Sibley: Because she had been a very active member of the committee and was particularly interested in young people and those who had a struggle. So someone gave us, I think they raised about \$330, which wasn't enough to continue it too much, but after we interviewed for this award we decided this was something that was worth our trying to raise some extra money for and send that child or that person each year.

Last year it was a girl from the deaf school, totally deaf, partially blind and with the most tremendous record of service at Alta Bates Hospital that you ever saw and around the school in helping other people. This year it's a black boy who was flunking every single subject when he entered Berkeley High but because of a good counselor, Irene Obera, and the arrangements she made for parent conferences and special courses especially adapted to his needs, he is now graduating with a B+ average and was on the varsity football team. He's had an accident so he was not on it all the way through and he's on a semi-professional baseball team in El Cerrito and he's just a charming boy. His parents say it's all because of Irene Obera.

I had all the kids and the parents here the other night and they just couldn't say enough but what's happened to this boy. His father died when he was six and he, as they said, was spoiled rotten by the womenfolk. [Chuckles]

Morris: But it was a woman who helped him turn himself around, Miss Obera.

Sibley: Yes, and Irene Obera is herself a remarkable person. She's taking the kids to Sacramento this year. She is a perfectly charming black head counselor at one of the grade levels at Berkeley High School. She herself is an Olympic track star and this has given her an ease at communicating with young people, particularly young people interested in athletics. She's just really been amazing in what she's done. So after her boy won, we asked her if she wouldn't like to take the kids because we thought she related to them so well, so she's taking them. They go to Sacramento and they meet with Tom Bates and Nick Petris. They stay at a motel with a swimming pool. They see old Sacramento and go out to see

Sibley: Sutter's Fort and they also get a hundred dollar bond. The second place gets a hundred dollar bond and third place gets a fifty dollar bond. Then they all get some kind of a certificate of excellence with a blue ribbon that's very nicely lettered, hand lettered. They can put it up on their wall if they want.

Morris: I would think that the older they get, the more important that certificate would be.

Sibley: Then we do the same thing for the eighth grade but we don't have any trips or anything. We have only one prize. We have a top prize which is a fifty dollar bond in each of the three categories. We don't have it in the personal achievement. Then the rest of them get certificates.

Selection Process and Some Winners

Morris: In the organization itself, my suspicion would be that people would be most interested in actually working with the candidates in selecting the winners. Is that true?

Sibley: The chairman of each of those committees has to make the contact with the schools and the agencies and then they collect the material and it's taken in and it's all given a number so that everything is judged anonymously. Then each of those committees selects its judges from people who really know. For instance, if it's the creative achievement they try to have artists, musicians and writers. For volunteer service they try to have people who have been active as volunteers in the community service as judges. For the personal achievement, it's sort of the same kind of people that the volunteer service has. Geri Gilliam was the chairman of that this year and she said she's never done anything which she enjoyed more than this particular relationship.

Morris: Is that Cole Gilliam's wife?

Sibley: Yes. She was head of the Follow Through program in the schools.

Morris: How many people are involved altogether?

Sibley: I can give you a program.* This year there were over 160 nominations and I think there were almost 100 people that worked on it in one way or another but I'd have to get out the program to look at it

*See Appendix.

Sibley: because it varies. This year we had more nominations and probably fewer people working. There would be maybe three or four judges in each committee and maybe on the creative achievement three in each category. Then they have to choose a first place. It's like choosing between apples and oranges. So I'd presume on that there'd be more nearly about ten working and then the committee itself has a treasurer, secretary, and all those people that are the top people and then a group that does all the nitty gritty, the processing committee. They get the nomination forms out and all this. The last several years we've worked with a chairman and a coordinator and the chairman really just presided at the meetings and presided at the final meeting where we give them out and the coordinator does all the nitty gritty coordinating.

Morris: This year you had one of the teachers as chairman.

Sibley: Yes, for the last four years we've had teachers and they really haven't had time to do much more than chair it and preside. They would preside at the big meeting. I was the coordinator this year and I never could reach the chairman because he was never able to be reached on the phone. I'm very much against our not having phones that people can be reached on in the schools. [Chuckles] That's very difficult to work with.

Morris: Is it a major involvement of time to run an activity like this?

Sibley: For the chairman it hasn't been because we have not insisted on his doing it. For me, as the coordinator this year (I can only use myself as an example) I think I worked very, very hard for what would amount to a solid month and I think that our two people who were in charge of the processing did also. Then the committee chairmen depended on how much time they put into it. We had three new committee chairmen this year and they were just great. They were all out for it. Getting the forms out. The mayor's office does all the mimeographing or duplicating for us. They mail every one of our appeals and all of our invitations and all our thank you notes. They've been just wonderful help. That's because Warren Widener, the present mayor, thinks it's one of the best programs he knows about. We were written up in a book called What's Good About Our Young People. They used about a chapter to tell what they thought was one of the best programs in America.

Morris: That's what I was wondering. Have the awards been duplicated elsewhere?

Sibley: I don't think it's been duplicated. I'll show you that book. That came out about ten years ago I think.

Morris: In terms of the youngsters themselves, have you had any contact with earlier winners to know whether--

Sibley: They've gone on?

Morris: Yes, whether this kind of early accomplishment and recognition--

Sibley: Well, the scholarship ones have all gone on mostly to do awfully well in probably some field like history, political science, and working on their Ph.D.s and that kind of thing. The one we love to cite was a young Japanese-American boy who wanted to be a medical doctor and when he went out to the AEC in Washington Glenn Seaborg got him out to Bethesda Hospital and they gave him a piece of (I don't know enough about this to tell it very well), a piece of skin that he could do some experimenting on in cancer and it was a very unusual thing. He has done all kinds of good things since that time and has an office, I think, in Oakland.

Some of the girls have gotten married and they're probably going to be good volunteers like some of the rest of us are. [Chuckles] I took three people the year I went. I took the boy who had done so much for Camping Unlimited and he is going on with his education and is hopefully going to really be a dedicated worker in the educational field because he was a very bright, warm, loving person. The girl has three children and I think she has a photographic memory. There is absolutely nothing she can't grasp. She was our scholastic achiever. She came from Presentation High and the boy came from St. Mary's that year.

Then the creative achievement boy that year was one of the finest-looking black boys I've ever seen and just a darling person, David Manning. He had many talents and he got a scholarship up to California College of Arts and Crafts and he went to another school of art in San Francisco and right now, as far as I know, he's in New York practicing in his field, but I didn't hear from him this Christmas so I don't really know. But he was in New York the last year and was still going strong with his art work. I really don't know enough about all the others. I think it would be great to do some research on it sometime.

Young Peoples' Volunteer Achievement

Morris: I'm particularly interested in the ones who won the volunteer achievement award. From the information about them or talking to the youngsters themselves, do you get any sense of what it is that gets young people involved in helping others?

Sibley: I wish you could talk to the girl who won this year because she has the most remarkable volunteer achievement record that I've ever seen. She's worked for almost every group--for the Scouts, for the Red Cross, for home visiting of sick people. She called me the other day and said that the Red Cross was so interested in her that they want me to take her to the national Red Cross headquarters while we're in Washington and I told her I wasn't sure we'd have time, but we'd see what we could do about it. But she's just got a record a mile long on the kind of things she's done. Now, this can be either volunteer service for a person, like helping a person who's blind, by reading aloud, this sort of thing; or it can be for an organization like Jr. Red Cross or anything or it can be a combination of the two. We even have given not money awards but special recognition to groups that have done special things that are good.

Morris: It seems to me listening to the announcements at this year's ceremony that a number of the young people even though they were getting an award for scholarship or creative achievement also were doing a lot of what could be considered community service.

Sibley: Right, right. That reminds me though of what Mayor Hutchison told us. He said, "Now, when you're doing scholastic don't get it mixed up with all the things they do extracurricularly; keep it scholastic." So we've tried to separate it but you can't really. We don't judge them on that but many of those people are also doing the volunteer service.

Morris: I wonder if some of the people who get a volunteer service award also have perfectly respectable academic records.

Sibley: Oh, very, yes, very much so. For instance, one of the girls this year that I think came in fourth or fifth in scholarship also came in second in volunteer. This is the way it goes.

Morris: Do you get any sense that the awards are well enough known among the kids?

Sibley: No, we really don't know how to make it known better because we've tried every year. They've tried to have parties when the kids come back from their trip to tell about them and invite all the donors and invite the nominators and so forth and inviting kids. Every year people say, "Why didn't we hear about this before?", in spite of the fact that we have about seven articles in the paper, both in the Jacket and the Gazette.

We have posters all over town and we give out over four hundred nominating forms and put little notices in every school teacher's box at the twelfth grade level and at the eighth grade

Sibley: level and send it to the PTAs and have it go out in the Newsette. We still don't think people realize what a privilege it is to be nominated. What we are trying to accomplish is to make these outstanding young people have some understanding of the values of living in America and what their responsibilities are.

Morris: For the outstanding young people themselves.

Sibley: Yes, right.

Morris: I was thinking about what you said about in Russia youth indoctrination is standard procedure. The business about exposing all young people to an awareness--

Sibley: We'd like to expose them all but our hope is that by dramatizing the excellence of these young people and why we send them--I always insist we tell them we send them because we want them to learn about the Constitution, the Bill of Rights, the form of government and their responsibility as excellent young people to these ideals. That's why we also go to New York to the United Nations in order to have them have a feeling of the interdependence of nations and see how it works and have a better understanding about it.

We get it written up again when we come home from the trip and hope that young people will read it and understand what we're trying to do. But this is one of the things you're never quite sure of. Of course, you don't know how it filters down and in. I know the kids themselves, many of them, have said it has more meaning than any other award that people get at the school. Not only do they think it's a better award, but it has more meaning because it involves much more than just money or just having your name read off. It says, "You are excellent, somebody has thought enough of you to feel that you are a person who has achieved." Most kids need that I think.

Morris: Most people do.

Sibley: One person this year that I called about money didn't give because she didn't believe in awards and I said, "I don't think you're seeing this in the right light because we are not taking one special thing a person has done, we are saying, 'You get this, for making a record of achievement,' and we feel this is an encouragement." She said, "Well, some people are always disappointed." I said, "Yes, I guess we are in life too, aren't we?" Anyhow, that was somebody whose own child had not won the top prize, I discovered later, but I didn't know it then.

Morris: Is there a sense of competition, do you think?

Sibley: I don't think the kids have that sense of competition but I think the parents may.

Morris: Have there been increasing numbers of nominations?

Sibley: This year we had over sixty more than last year, but we worked awfully hard at it. I think it depends so much if you get the teacher interest. How to do that is very difficult. They have so many things go across their desk.

For instance, Irene Obera, who nominated the personal achievement boy (she and I belong to a sorority for outstanding teachers. I'm an honorary member of it). We were going to it together and she said, "Oh, Carol, I'm late picking you up tonight because I decided I better get my nomination in so I've been writing it up until right this minute. So here they had almost a year to do it or about six months and last minute is when it gets done. [Chuckles]

Morris: That's kind of the way life works too. You said that one of the purposes is to make people increase their feelings of participation and what not in the community. Does any of this trickle in at all to curriculum or to the way teachers handle classes?

Sibley: I wish it did. We suggested this. I went and talked to all the teachers at Berkeley High School, for instance, this year. Then we went around and we asked each principal to designate somebody in their school who would be the person who would see that the nomination forms got around and then we went and talked to that person and told them why we were doing it and what we hoped would be accomplished. It's awfully difficult to know. I think overall it's done good but I think it could do a lot more good and we've got to find the magic way.

Morris: One of the theories about why some people volunteer and others don't is that some people are trained to it or exposed to it at an early age and others aren't.

Sibley: I think most of the kids that are in the volunteer service category are kids who have been nurtured along through things like the Girl Scouts and the Brownies and the Y's, in the old days. I think their parents undoubtedly have pointed them in that direction. I know my parents did me and I have a feeling that other parents did too. Having met the parents of this group that I'm going with, I would say that they were the kind of parents that really cared about what their kids did and how well they did and are very happy to have them recognized, because volunteer service isn't really recognized in any large way and neither is personal achievement.

Sibley: Scholarship has the National Merit Scholarships and things like that but they're more remote. This is right here in Berkeley. This is what has happened here.

Morris: And a part of the recipient's daily life as well as the life of the community. It sounds as if it should have a potential for feeding back into the schools.

Sibley: One of the things that has been difficult, of course, is that most of them--you see, we get them when they're seniors and then they're gone for four years--is to try and keep track of them and where they've gone. We would love it if they were here and we could say, "Come on and work with us on this" but they aren't.

One little girl who won second place in creative achievement last year and went to Sacramento, was a little girl with a Filipino background. She said it just made all the difference in the world to her. She'd never had anybody tell her she did anything much good until she went to East Campus and they encouraged her and then they nominated her for this and then she went up and met people like Nicholas Petris and Tom Bates. She just was thrilled about the whole thing. She had been expelled from school because she did so poorly. She went over to East Campus and she said, "The teachers took such an interest in me and made me feel I had reason to really do well. It's just been a new life. She had been born with a very bad skin infection that made her shy and not able to participate in outdoor things in the sun. Just a darling girl.

Morris: What led the committee to decide to have this personal achievement category?

Sibley: It was Mary Elizabeth Sullivan's death and people giving things in her honor and we thought what would please her most and that was what we did. We had her daughter be chairman of that the first year and her son was chairman of scholarship for two years. He works up at Lawrence Laboratory.

New Blood for the Committee

Morris: You said that you did expand the committee from time to time. Did you go out looking for particular kinds of people?

Sibley: Oh, yes. We're still doing it. [Chuckles] Do you know anybody I can get for creative achievement? I'm going to be chairman next year. I told them it was my swan song!

Morris: Is it a membership organization?

Sibley: Oh, no.

Morris: It just grew?

Sibley: Yes. It's self-perpetuating only we try to perpetuate ourselves by getting a lot of new blood in. Let's see, our creative achievement chairman and all our people on that committee were new in those roles this year although the volunteer service person was John Stratford who was one-time chairman. He was the director of recreation in San Pablo Park at one time. Then we had a new secretary and we have the same treasurer, thank goodness, because he did a beautiful job. Then we try to pull in people for little jobs and the judging and all that sort of thing, not that that's little but that's where you expand the interest. We try to pull in the teachers by having them in the schools looking for nominees--the counselors particularly.

Morris: It sounds like sometimes that works and sometimes it doesn't.

Sibley: It depends on the person.

Morris: Right, the ones who are already involved will take on another thing because it looks interesting.

Sibley: Yes. For instance, Dan Dean who is a counselor at King Jr. High was just delightful to work with and very interested. The people at East Campus were so glad to be part of the mainstream that they were particularly cooperative. I don't mean that by leaving other people out that they weren't good but those two just stood out in my mind. That was with the scholarship. I think that's all I need to say on that.

Morris: Has it been going long enough that it's developed a certain prestige and people do a little jockeying to get to be chairman of this or--

Sibley: No. Nobody jockeys because there's an awful lot of work. [Laughs] No, I think it has a certain prestige because we really have gotten very, very nice results with finances this year. People know what we're talking about and, oh, it comes in in small sums--five, ten, fifteen, twenty-five dollars, mostly five, ten.

For instance, we had a telethon this year and Al Hamry, who is the treasurer, and his wife and I all went down to his office and telephoned for three hours and we ended up each of us with about three hundred dollars. We just say, "Wouldn't you like to give ten dollars because we have an extra boy going and the prices have gone up and we really need to raise the money beforehand."

Sibley: Then groups like the different service clubs give and the banks give. Phyllis Wheatley Club and the Links, who are black, and the Amigos Anonymous which is Chicano all get involved. Some of these like the City Club do too.

Morris: Amigos Anonymous is an organization I haven't heard of.

Sibley: I hadn't either but they've given to us every year and they are Chicano.

Morris: A service club kind of thing?

Sibley: I don't know what they were excepting they just give us these things. [Laughs] Somebody in the group knew about them and she said, "I'll try for them." Now, I knew about Links and Phyllis Wheatley so I go after them and this is how we do it. I write a little note on all the regular formal letters. Most of my dear friends have kept on giving each year. I think it's amazing.

Morris: Five thousand dollars in 1978 is not that much money and it really does a lot.

Sibley: Bob Lilienthal took over Northbrae Travel after Paul Looper gave it up. He gives us the tickets at exact cost and saves us about \$150, so we consider this as a gift, and he does all the arrangements. He's just great. This is his project. He's a Lion and the Lions always support us.

Morris: It sounds like there's a pretty good breakdown of men and women.

Sibley: Oh, yes, just about equal.

Morris: So many kinds of volunteer work are done mostly by women.

Sibley: We have John Stratford and John Adler both as chairmen of committees and we have several men on the judging, and then we have Al Hamry as the treasurer, so I would say we have about at least a third of them are men.

Morris: What's your experience, in general, about working with men in volunteer situations as opposed to working with women?

Sibley: In this particular organization it's been just absolutely delightful with the exception of the teacher who just hasn't had the time and the enthusiasm to go out. For instance, John Stratford is an administrator in the school district now. He did not come to very many of our general meetings which are once a month and for about two months we meet twice a month depending on whether we need to or not. He did all his work and he got his letters out and he got

Sibley: his people and he got his judges, but he didn't come to the meetings because he didn't have the time. So my contact with John was mostly over the telephone. He did come that night to give the awards and he did do the job.

John Adler, on the other hand, who is new this year headed the scholarship committee. To him it was a marvelous experience of getting acquainted with the schools, he's a former professor, he's retired, he likes young people. He just thoroughly enjoyed it and made you feel that you couldn't ask him to do enough, not that you could ask him to do too much. His wife did publicity.

Geri Gilliam, who was new at the personal achievement, and Virginia Altman, who was new at the creative achievement, just absolutely did a stunning job and they loved what they did. We're hoping to have it all organized by July 1 this year instead of starting in late October as we did last year because this is one of our problems. If we don't get started soon enough, the teachers don't start looking for people soon enough.

Morris: Then it slows everything down and it's not done quite as carefully?

Sibley: Right.

XI VOLUNTEER ORGANIZATION STYLES AND PROBLEMS

California Association of Health and Welfare Presidency, 1961-2

Morris: Another organization that you've been closely associated with is the California Association for Health and Welfare.

Sibley: It's died since.

Morris: It was the California Conference of Social Work beforehand, am I right?

Sibley: Yes. I think it's a great shame that it's dead because I worked awfully hard to keep it alive when I was on the board. This was a membership group made up of both professional and volunteer workers from every form of health and welfare organization in the state of California, supported somewhat by the state through the office of whatever they call it now, health and welfare. We were an entirely unpaid board. A director and a secretary were paid and we had headquarters, most of the time I knew about it it was in San Francisco. The board was about half and half of professionals and volunteers.

I don't remember just exactly when I started getting on it but it was along about 1960, somewhere in there. I think they knew me partly because of my work with the Y and partly because I worked with the United Crusade. They asked me to come on the board and after I had been on it for about a year and a half they asked me to be chairman of the conference and that was a fascinating thing. I did a great deal of the work on planning three conferences and we tried to make them really working conferences with stimulation from outside speakers but with nitty gritty how-you-get-it-done groups going and then after I had been chairman of the conference, they asked me if I'd be president. I also was on the Board of Education at that time.

Sibley: This was when California Association for Health and Welfare was really having a struggle to keep going financially and we felt that the thing that we needed to do was not only to have the annual conference which was the highlight, but was to have small meetings all over the state of groups from the neighborhood get together and talk over the issues and the problems. We also had a legislative chairman named Casey who was in the state assembly and he was very good.* I know that the executive director and I visited about ten different areas. They would have meetings of around fifty to a hundred people and we would put on a good program during these two years I was president.

It was a lot of work, and a lot of the time was spent also raising money. Then we thought we had an awfully good person lined up to be the new chairman in Los Angeles but I really think she presided at the death bed because they had a good conference down there and they just decided, I think, that it was too much work.

Morris: The headquarters moved to Los Angeles or was it like the Democratic party which alternates the chairmanship between the north and the south?

Sibley: The big conference was alternated between the two cities. But during the time that I knew it, its headquarters were always in San Francisco but the executive would go down and spend several days a month in Los Angeles talking with the Los Angeles group. Then we would try to get the leadership from the south one year and the leadership from the north another year and we had some very good people. I enjoyed my work with this very much.

Morris: Who was the executive?

Sibley: George Krell was the executive and Art Hellender the president for a while. Then they had George Nichol as president from southern California whose particular interest was in Family Service. He was a volunteer.

Morris: In the Family Service Association?

Sibley: Yes. Then we came back up here for president and that's when I got to be president and my director was Leonard Krivonis who's still working for welfare in Santa Clara County.

Morris: Was there much contact with United Crusade?

*Jack Tull Casey, Bakersfield.

Sibley: The United Crusade always played an active role. In fact, they always had at least one or two members on the board and when we put on the conferences they were very helpful in helping us get the leading speakers and in setting up the group leaders. I can't think of the name of the man--isn't that awful how you forget so soon. The man who was head of the United Crusade was really a staunch supporter when I was president and I hated to see him go.

Morris: Joe Maldonado?

Sibley: No, that's how I got to know Joe though. We had absolutely knockout conferences. They were really good.

Morris: What kinds of issues were major enough that an association of that sort would take them on?

Sibley: We worked on legislation at the conferences. We worked on directions for groups that were interested in the family. We divided into sections about health, family services, youth services, and so forth. One of the years I was chairman we were so interested in the whole integration process that I got that marvelous pageant that Berkeley High put on under Jay Manley to come over as program. It was the story of the South and the little girl who went to school under an armed guard. It was a beautiful pageant of what was going on in America and I asked them to come over and do it. I thought it was one of the best things I'd seen. Actually, they put it on at Berkeley High and they also did it in connection with that series on enlightenment that Marie Fielder put on. Do you remember that? She did a whole series on community enlightenment and this sort of grew out of it. We had speakers like Max Lerner who was most inspiring.

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Morris: We were talking about the California Association of Health and Welfare.

Sibley: I think we've said enough about it.

Morris: What about the scale? Is setting up a statewide conference for something like--

Sibley: Fifteen hundred people.

Morris: How did that compare with setting up a conference here in Berkeley for the YWCA?

Sibley: Of course, you have to reach a lot more people. We always had a very large committee of the representatives of each form of health and welfare service and they would pour out ideas. We'd brainstorm

Sibley: them for ideas. Then I never found it difficult to get them to take responsibility under the leadership of the executive director. We always got somebody wonderful to be the president, for instance Sam Stuart, head of the Bank of America was our chairman one year. He didn't have to do any of the work, but just his name helped an awful lot. We did them at the Claremont Hotel here and all different kinds of places down south.

There was a vitality about them that was very exciting and I think that to have given that up was just too bad; I think we need it more than ever probably. But I gave it my all for three years. I was vice president and the president couldn't do anything one year and so I was president for two years. Hazeltine Taylor from the School of Social Welfare was my treasurer. She worked like a beaver and the executive director, with very little help, did a good job. It was getting the money and getting the memberships because all the member organizations, as you well know, operate on very slim budgets and they presumably would get the money out of the budget of their association to go to the state conference and to pay their dues. It just got to be one of those things they felt they could cut out.

Morris: Was it primarily private voluntary agencies that were members?

Sibley: All of it, private and public.

Morris: But a public agency has an item in its budget for conferences and memberships.

Sibley: We had a harder job selling it to the public agencies because I think a lot of them didn't think it was as important as the private agencies did. But they did have more money. Paul Ward sat on the board and he did his best to get us as much financial backing as he could, but it got to the point where even that was hard.

Morris: Yes, wasn't he one of the first superagency heads that Pat Brown appointed?

Sibley: Yes. Pat usually came to the conference and we had Alan Cranston there as keynote speaker one year. I can remember introducing him. He was delightful, just a delightful person.

Morris: Did he have a topic that he wanted to pursue?

Sibley: Gaby, I hate to tell you this but I worked for the thing real hard and I go at it real hard when I'm doing it and after it's over with I don't remember the details too well. I have somewhere all those conference bulletins put away but I don't even know where they are at this point. That would give you a wonderful idea of the range of the activities. Maybe I can find them somewhere, but I almost think I threw them out.

Morris: It would be a good thing, if you do come across some, to preserve them. We have a couple of documents from the earlier California Conference of Social Welfare with a very interesting comment that sometimes those papers were specifically prepared to advise a governor and that in the thirties, a candidate or a governor would sometimes come to the conference for some guidance and input.*

Sibley: We make a lot of resolutions at the conferences that grew out of the meetings. For instance, we went on record at one of my conferences that we were in favor of the guaranteed annual income. This was ten years ago; more than ten years ago. This kind of thing. We had a resolutions committee that sat all through the conference and picked up ideas and then we'd have a business meeting and adopt or reject or modify them. When Pat Brown was governor I think he came to every one of them.

Oh, and another thing we always did, we always had a legislative conference in Sacramento and we had our own legislators there and people who were heading certain bills like the Short-Doyle Act. We had a very good representative group in Sacramento itself.

Morris: A branch of the association?

Sibley: Well, we had little local groups. The beautiful part about it was that it was a beautiful mixture of the professional and volunteer. That's what I liked about the conference. I got to know the professionals and many of the volunteers in a way I never would have gotten to know them just working for one agency. This was a cross section. It was a very rich experience. I felt we had awfully good people. My vice president--you were asking about the United Crusade--when I was president was the head of the United Crusade in Stockton, so I got feedback on that.

Morris: On that part of the state?

Sibley: Yes.

Morris: What was the president of the Bank of America doing on the board?

Sibley: He wasn't on the board. We invited him to be the chairman of the conference and he had been very active in the United Crusade at one time so that was our in with him. Florette Pomeroy, who was the executive secretary really of the United Crusade, had been

*See interview with Florence Wyckoff in Bay Area Foundation History, Regional Oral History Office, 1976.

Sibley: in that position under Sam Stuart when he was president of the United Crusade and so she went with me to ask him to be it.

Morris: She was staff for United Crusade?

Sibley: She was staff, yes. A very, very smart gal.

Morris: Was that the beginning of your acquaintance with Florette?

Sibley: No, I knew her through the United Crusade when I was on the United Crusade. First I was on the local board and then I was on the county board and then I was on the Bay Area board.

Training, Recruiting, Volunteer-Staff Relationships

Morris: You said, as I recall, that you didn't find that a particularly satisfying experience?

Sibley: No, I liked the local board much better. There were people that I related to and found stimulating and hard working and creative but it was a matter of working closely with people when you work in the local board and just a little further removed at the Alameda County level, although I should take that back. We had excellent, excellent volunteer leadership in the Crusade in Alameda County and I'm sure they did in the whole Bay Area, but by then you were so far removed that you went to a meeting once a month and that was about it. I served on a couple of committees too, but I didn't really feel very useful.

Morris: It sounds as if the volunteer would really be responding to what the staff recommended rather than having much input.

Sibley: But our volunteers were pretty fiesty about some things! You know Leslie Luttgens. Well, that's how I got to know Leslie, through the United Crusade, and I think she's probably about the smartest woman in San Francisco.

Morris: She seems perfectly happy and comfortable with things at that level.

Sibley: Yes, I think she is, but also she lives in San Francisco so she's closer to them for one thing. Leslie is one of the best leaders I've seen anywhere. She came up through the Junior League and she's a very smart gal.

Morris: The Junior League seems to have a continuing problem of image no matter how--

Sibley: Yes, although they've done a beautiful job of recognizing social needs and trying to meet them.

Morris: And having some pretty tough standards themselves for training their members and the programs they develop.

Sibley: Right. They do a good training job. You asked me the other day, something or other about training and I think I gave you a rather evasive answer. I always have believed that you need desperately to train volunteers and make their job description as accurate as you possibly can when you recruit them, including how much time you expect from them, how prompt you expect them to be, and how long you hope they'll serve. Then they must know the background of the agency itself, so that they're able to be interpreters and the front line troops. Then give them special skills if they need them. I think that's terribly important for any volunteer.

Of course one of our problems today is that many people are working. We don't have as many people to work with. But I still think you can get volunteers for the right job if you go about it in the right way. I'm in the midst of trying to prove it because I'm trying to get somebody to succeed me in Appreciation of Excellence and I have gotten a wonderful gal to say she'll be my aide next year but I'd like to get somebody who'd say they'd be chairman-elect. I decided I'm not going to tackle that until I get home from my trip because I don't want to be discouraged.

Morris: Right, and have it going through your head. The idea of a president-elect seems to work in some kinds of organizations and not in others.

Sibley: I'm not even sure it will work in this one, but it's got to be somebody who has sufficient knowledge of the program if they take it over, so she'll either have to come up from one of the other departments within the program or she'll have to learn it all fresh and this would be very difficult. We're making a handbook now that we hope will make it a lot easier, of exactly when on the calendar things have to be done. I could write it this year, but last year I couldn't have written it. I'm not writing it; I have a committee working on it.

Morris: Last year you weren't coordinator and you feel like you've really gotten to understand the processes?

Sibley: I now know what the processes are a lot better than I did.

Morris: If you started the organization--

Sibley: And I stayed very active for about the first five years. Then I was on the school board and I just plain didn't have time. I always wrote finance letters and whenever they needed recruitment of new people they would call on me; and many times they were very discouraged that they'd never get the new people, but we always got them. That was my association until about three years ago when I went back actively on the board. Ruth Hart was on the board all the time too, right from the very beginning, and Barbara Morse but she isn't any more because she has a full time job. Dorothy Miller and Jeannie Bugatto are two of our stand-bys.

Morris: Is Mrs. Miller from the Camp Fire Girls?

Sibley: No, that's Virginia Miller. Virginia has been active too. She and Ralph took the kids to Washington three years ago.

Morris: You mentioned that one of the things that you liked best about California Association of Health and Welfare was the way the staff and volunteer people worked together. Could you say a little bit more about that?

Sibley: I think the relationship made the volunteers feel more appreciated. I think it made them understand more what the limitations and expectations of staff were and I think it made them realize that, as volunteers, they had a very real responsibility to see that the programs they initiated were carried out. We worked without any feeling of 'because I'm a professional I'm smarter than you are; because you're a volunteer you're sort of goody-goody about me.' There was none of that and I felt that I learned a lot during that period on how you relate to staff. I think this is one of our biggest problems.

Differing Approaches: YWCA, Dream for Berkeley, and University Community Affairs Committee

Sibley: I think this is our problem right now at the YWCA and it's been that for a good many years, not just this year.

Morris: Did you feel that way when you were president of the Berkeley YW?

Sibley: I told you my story about the volunteers I trained and got ready and then when the new executive, Lucile Capelle, came I had a hundred volunteers ready to go to work and they knew all about the Y and they were willing--I had a party for her and introduced her to the volunteers and she stayed and she started to weep and she said, "I don't know what in the world to do with them." I've always

Sibley: believed the YWCA should be a strong volunteer organization. That's how it started and they should do a lot of the initiating and the staff should be there to see that program gets done with the help of volunteers.

That was when we were running the lunch room and, of course, we needed a lot of volunteers at that time, three a day for five days a week. Also we were putting on the festival and that was an all year long job and we had a lot of teen clubs at that time and we had a rather strong teenage committee with people we had recruited to be the leaders of the clubs and we had a pretty good adult program and a world fellowship program and a house committee that kept flowers fresh and the house in order. Not just one person had to do it.

Morris: That's lovely.

Sibley: We called those people the Marthas and then we had the people that did the leadership at the board meetings of the inspirational message, we called them the Marys. [Laughs] They were the ones also who led the clubs. It was really a pleasant experience. But I do think we suffer because there are so few people, comparatively, available to be volunteers nowadays. I think a lot of people now feel that "if I'm good enough to be a good volunteer, why don't I go out and earn some money." I can understand that feeling.

Morris: Make some money for my own purposes?

Sibley: For myself, yes.

Morris: That's one way to look at it. The other way is to look at the community as a whole. There are two YW's, there are two women's centers, there is a woman's health collective, there's a Pro Per legal collective, there's Bananas--

Sibley: And there's SRV, and they all need volunteers too.

Morris: Yes, they all need volunteers. They are all more or less membership organizations. They are all more or less dedicated to the good of the community. Altogether it would seem that they would add up to the number of women that used to function perfectly happily through one YWCA.

Sibley: I think that may be part of it. It's now spread out.

Morris: It's fragmented perhaps or an outgrowth of the women's movement?

Sibley: I think the women's movement has a lot to do with it and I also think that we really suffer in Berkeley now under not having what I found very stimulating to me and I enjoyed--when we did the

Sibley: door-to-door canvassing for the United Crusade. They don't do it anymore. That built a team of people who worked well together and who were volunteers and they did it mostly because--when I was chairman I recruited them through the volunteers like the Girl Scouts and the Ys and all these groups and they came together around this to work--I know the reason I went into the United Crusade was because I knew how much the Y needed money and I thought, well, all right, if somebody's got to do it maybe I better!

Morris: Going back one step further than that. Winifred Heard talked about the Community Chest in Berkeley having been started by a group of agencies one of which was the Y.

Sibley: The chest started in 1923. I wasn't here then but that's the history of it.

Morris: And in return the United Crusade underwrote the budgets of all those organizations so that there was not the duplicate fund raising.

Sibley: The membership committee in the United Crusade was a very tough committee because it didn't want to let in new people if they had to make the other people suffer, and although we raise so much more money now the inflation has eaten up practically all, if not more. The budgets of the member agencies have grown.

Morris: Many volunteers seem almost leery of getting involved in a leadership job, even if they know presumably, having worked in the organization, what being vice president or president is.

Sibley: I met a former president of the Y after church on Sunday and she said, "I understand our Y's in real trouble," and I said, "We're always in some kind of trouble it seems to me but I think the fact that the United Crusade covered us to the small extent they did this year has made it very, very difficult to move ahead."

And then people don't like to join a failing cause.

Morris: What are the signs that it's failing?

Sibley: Well, the struggle it's had. But we've always had a struggle, but we also had pretty positive leadership I think. I think Gen Calvin was an excellent president. I think Lucile Marshall was an excellent executive. I think Ruth Plainfield has always been a marvelous person on program. A lot of these people have allowed themselves to become alienated. I don't know why they feel this way.

Morris: I wonder if those kind of negative feelings might have come anyway as a factor of time?

Sibley: They might have, but I think that some felt that we weren't doing things according to the books enough and some of them were very conscious of constitutions and bylaws about which I can't care less! [Chuckles] I don't think they're unimportant but that's not what I want to work on.

For instance, I just love working for the Dream for Berkeley because we don't have any constitution or bylaws. We have a great group of people who meet twice a year and make general plans and when I need to talk to them I call them up and they are honest and they take on their responsibilities. I say I'm a benevolent dictator and so forth and we get it done and they all come. We had twenty-two people here the other night and they all entered into the conversation and made the plans and disagreed with me and agreed with me. It was a good give and take.

Morris: That seems like it may be a new kind of style that is evolving.

Sibley: Well, I'll tell you what I think is one of our great difficulties and this really has to do with volunteers, I guess. I've sat on quite a few committees and I've gone to some training courses in discussion leading. I've led discussions ever since I got out of high school, it seems to me, and when I went to one that said that all you do for the first five minutes is absolutely sit still and don't say anything, I was ready to shriek. I said, "What does that accomplish?" Well, it made people think and maybe they'd say something; but at the ones that I saw that tried, it didn't work. [Laughs] So I said, "I really think you have to throw out ideas and then be very open about receiving comments on those ideas and then keep people on those ideas."

Then came "participatory democracy" where everybody had to have their say on absolutely everything. We had a difficult experience with that over at Willard when they were wanting that child care place next door to the school. There would be a group that would come in at seven when the meeting was called and be ready to go home at nine and another group would come in at nine and absolutely reverse everything the group decided that came in at seven.

Morris: And be willing to stay until two.

Sibley: Right, because their kids were in bed and it was all right, they could get out then. Well, it was just devastating to try to work with that kind of group. So, for me, participatory democracy of that kind is out the door.

I worked on the task force for housing for the CAC [UC Community Affairs Committee] and I had letters from one man faculty member who is quite liberal and quite a far out left faculty member and one

Sibley: student who said, "I've gone to hundreds of meetings, but I've never been to better run ones and we have enjoyed it because we've accomplished something." I just really think people mean that. They want to have the meeting accomplish something; not leave it all in the air. I don't know how much we accomplished, but at least there was a feeling of accomplishment and we did come through with recommendations and we did wind up the meeting having finished the agenda and we had an agenda too. Everybody participated. It wasn't that anybody wasn't allowed to participate. But I kept the controls on them. [Chuckles] If they talked too much, I'd say to someone else, "Well, I think it's your turn. What do you have to say?" or something.

Those two letters really made me feel good because that was difficult. That whole CAC thing was a difficult thing to live through because there were so many on there, particularly faculty and students and some city people, who just didn't believe in any structure. You didn't even need a chairman, you could all be chairman. No one had the responsibility. I think we've gone through that phase pretty well now and I think we're coming out of it. Maybe it's just because I don't go to that kind of meeting any more, I don't know.

Thoughts on the End of CAHW

Morris: Would some of these new forms of meetings and attitudes toward what a group is trying to accomplish, would they have had a factor in the Association for Health and Welfare folding?

Sibley: No, I don't think so. I think we really almost preceded that. We went out of business really--I retired in '64. I'm not saying that because I think it's important, it's just that I'm trying to place things and I remember they had a good-by dinner for me up at the Claremont [Hotel] and then it went on for two years after that and then it died.

For one thing, I think at that point a lot of people who were volunteers were pulled off in other directions. Maybe they wanted to get into the local nitty gritty like I did on the school board and fight for desegregation of the schools or some other reason. That was my reason. I think I stayed on the board for two more years but I was past president, that sort of thing. I don't think our meetings ever had degenerated into that kind of no format and no conclusions and so I can't say that goes back to that. I think people's interests changed. I'm thinking now as a volunteer and a lot of them felt maybe they ought to put in more time on their own agency and less time on the umbrella agency which is what we were.

Sibley: One of the people [in CAHW] that I remember particularly, besides Florette Pomeroy who did a beautiful job always, was Jane McCaskle, who was the one that Mayor Moscone appointed to the Police Review Commission in San Francisco and then very briefly to fill somebody's position on the board of supervisors. Jane had a statewide job of tremendous importance* in the welfare field and I enjoyed getting to know her and how her mind operated. We worked for the Jewish charities and with the Catholic charities and found really what great jobs they were [doing]. I loved my exposure to the variety of things that were going on and the kind of volunteers the different agencies were able to recruit and the kind of staff they were able to recruit.

I'll never forget going into the Jewish Charities building with Treguboff who was on our board and up on the wall (it was around that time of the Seven Day War) was this great big poster and it showed Moshe Dayan with the big patch on his eye and it said, "Hire the Handicapped." [Laughs]

Morris: The Jewish welfare organizations are known for having extremely capable executives.

Sibley: Excellent people, excellent people, and excellent volunteers too. That was one of the rewards. I never think of it in terms of rewards, but there are a lot of rewards in working for an organization that reaches out to so many people. You just can't help feeling it.

I also felt the rewards of going to the legislative conferences and hearing people really talking about things who knew what they were talking about instead of just hearsay, and how hard it must have been to pass a bill, and what forms they took and what did we want to have for input into the bill, and to have people like Pat Brown come at noon and sit with us while we talked, and important knowledgeable people in the different fields.

Morris: Did you feel that when Pat Brown showed up that it was exposure in a political sense for him?

Sibley: Well, of course, it was, but I really think he was interested. I really do. I think he thought that this was an important group to be with.

Morris: You got a sense of give and take with him?

Sibley: I may be naive but I felt that way anyhow.

Morris: You're a good observer.

*San Francisco Area Deputy Director, State Department of Social Welfare.

Sibley: He really had a very firm knowledge of what was going on in government, I think.

Morris: One other rumor I have come across on the association is that there was a move within the social workers professionally, that there were some who wanted to pull the social workers out and strengthen the social work associations.

Sibley: I think that had a lot to do with unionization and time--where the time goes.

Morris: But is there some validity to that rumor?

Sibley: Yes, I think that's true. [Pause] I don't think it was because they didn't like the group. I think it was because they felt, again, that maybe specializing was more important than generalizing. That would be my guess. Of course, I wasn't one of them so I don't know. I think this is true of almost any organization that I belong to, that every little while I think we ought to retrench and make the one we're representing primarily be our main focus.

Morris: And strengthen that and refurbish it.

Expectations and Appreciation of Volunteers

Sibley: Yes. That's my own feeling. That has to do with why I believe in the local as a place where I would rather work, although I would be honored by the other. I don't feel I would have the personal satisfaction of solving problems at the grass roots or at least trying to solve them.

Morris: It's kind of the dragon's tooth. You solve one problem and ten more come up.

Sibley: Right, right!

Morris: Is there anything more we need to--

Sibley: I'd just like to wind that one up with this. Did I tell you the story about my not being able to get into a social work school?

Morris: You mentioned it to Eleanor Glaser.

Sibley: Well, at the last conference up in Sacramento (I think we had about two hundred there), I told them that I had always wanted to be a social worker--and I told them about applying to three different

Sibley: schools of social welfare and being turned down because I got a C in economics when the teacher gave me a zero for one class because I had asked for time off to be my then-fiancé. And because I got a "C" in economics in Wellesley my senior year, I was not eligible for any school of social work.

Morris: That is incredible by today's standards.

Sibley: Well, they were begging people to get social welfare training about two years later. But that's what happened to me. So when I told this story I said, "That's why I'm not on the professional side but stand here before you as a dedicated volunteer." Afterwards about ten people came up and said, "Thank God, that teacher gave you a "C" because we wouldn't have had you probably if you had gone into a professional field." [Laughs]

Morris: How do you feel about it? Do you feel that you would have accomplished more, different--?

Sibley: Probably in a more limited way I would have accomplished more but I think I've had a far more interesting life.

Morris: Yes, there is that to be said for the nonprofessional.

Sibley: Also I think social work (and I still think it's a great profession) is awfully apt to make people discouraged with the human race because they're up against problems all the time. I'm not the kind of person that could bury my problems in the office and go home with a perfectly free conscience knowing about all these terrific social turmoils that people who I was relating to as a consultant had. I would have liked to have gone into case work where you work with individuals--I don't know if I could have taken the struggle.

When I work at the policy-making level and work at the financial level and when I work at the overall level, at least I seem to see some hope of getting these things solved, taking too long maybe, but nevertheless I feel that I'm in the area where I can help solve it generally rather than just relating to people who are having such very difficult times personally.

Morris: In a casework kind of relationship.

Sibley: Casework would have been what I would like to have done. I don't know if I could have stood it. I might have. But I like the overview I've had. I sometimes say to myself, "Now, Carol, don't sign up for another single thing that's a board; get down and work with the people. Go and do this and do that or the other." Well, I do a lot of that.

Morris: You do a lot of counseling?

Sibley: Really I guess.

Morris: One to one.

Sibley: Yes.

Morris: And you have gone from an interest in casework to the policy level and you might have done the same if you had done the--

Sibley: You never can tell. But I've always felt that volunteers play a very essential role in making anything work and that any volunteer worth her salt would act with the same standards that a professional would have and I feel that very strongly today. I don't want just people that need something to do; I want people to bring something to the job.

Morris: That want to do something well.

Sibley: Yes.

Morris: There is some feeling that it's difficult for many professionals in social work to see the volunteer in that light, that they don't expect that kind of performance.

Sibley: Well, I think some of them have been burned undoubtedly. I will never forget when Ruth Van Meter was the executive at the YW in Berkeley and she finally just went into her room and shut her door and said, "I won't talk to anybody because I can't be bothered with all these volunteers." Well, we did have a pretty aggressive lot who took a lot on themselves but really did a job too in the days of Marie Johnson and Flora Freeman and Polly Humphreys and me.
[Laughs]

I think a lot of people who are executives do not have a capacity to deal with volunteers in a constructive way. I really feel that we've done a very poor job nationally in training executives for the YWCA. I don't know whose fault it is. I think the national board does a terrific job and I think we have a national staff that's great. But I think somewhere something's happened that we don't attract the kind of people that really can do the job, and we don't pay them enough. That's one of the reasons.

Morris: I would bet that that's true in many social work fields.

Sibley: Most any social work fields. It's something I think at the public level. There's been sufficient unionization and all that they've raised their salary scale and their fringe benefits, just as I'm

Sibley: simply amazed because when I was on the school board we thought that if anybody got at the most \$10,000 a year, that that was a wonderful salary for working nine months and now it says that the average salary is around \$19,000.

Many public employee groups have a union working for them and the private ones really have a much harder time establishing--and many of them are women who haven't worked too much before and haven't been trained. I can remember when I took my first job when they set my original salary at \$3,000, I thought that was wonderful. That was in 1941 and then they said, "Our budget is low this year. Would you accept, for the rest of this year, \$2,600?" I was appalled, but I needed the job so badly I took it. I think this has happened to a lot of women. When they were supplemental earners instead of the regular income--almost anything was better than nothing! I think we've done ourselves a disservice that way.

Morris: Both for the person in the staff job and then for the volunteer organization expecting super leadership.

Sibley: Right, and I also think as the Wellesley Magazine article says that everything I did as a volunteer prepared me when I went into a job, everything.* I did a lot of public speaking, I did a lot of writing, I did a lot of training of volunteers, I led panels, I worked with clubs--all the things that I did just prepared me for that particular job. It was a marvelous job for me. I think there always ought to be some kind of a built-in reward system for volunteers, at least in the way of saying thank you for doing such a good job for this institution. I don't think we do enough of it. When we started a volunteer bureau for kids in this town we always gave them a certificate saying that they worked for such-and-such a time and did a good job and if they'd done an excellent job, we said they'd done an excellent job. We gave them that card to carry with them to job interviews.

Morris: Preceding the Appreciation of Excellence in Youth awards?

Sibley: Yes.

Morris: So this is one of your basic principles, that people need encouragement as a form of reward.

Sibley: I don't think so much they need awards; they need appreciation which is somewhat different but our thing is appreciation of excellence. I think that some workers do so much and do it so willingly. At the

*Wellesley Alumnae Magazine, June, 1975, issue on volunteer accomplishments of alumnae.

Sibley: Y now I think there are really good workers. One's Helen [Seaborg] and the other one is Connie [Etcheverry]. I don't know how appreciated they are by the general membership. I think they are work horses. They do a marvelous job.

Morris: I think that there's often a large gap between the board and the membership. The committee structure in theory acts as both training ground and support and another stage of activity, but if it's not functioning the board doesn't get information it needs.

Sibley: But that's where I would fault the executive to a certain extent and I mean any executive. I think that the executive and the board itself should be able to work out job descriptions and recruitment for those jobs and have regular meeting times and regular responsibilities and then regular recognition. But they should be trained and I don't think anybody ought to go on the board who hasn't served on a committee because I think they ought to know what's going on.

XII PRELIMINARIES TO RACIAL INTEGRATION OF THE SCHOOLS

[Interview 6: July 12, 1978]##

School Resource Volunteers, Inc.

Morris: From your point of view on the school board, did the starting of School Resource Volunteers have an effect on community attitudes about racial integration?

Sibley: I talked about that in Never a Dull Moment. Charlotte Treutlein called me. I think it was either just before or just after I went on the board of education and told me what she was trying to do with SRV when they started down at West Campus and was I interested. Well, I thought it was a great idea, so I did everything I could in the way of talking to the authorities about it. It got off to I think a very good start. Charlotte was a great organizer and she had good people. Carl Dwight was very influential in wanting it at West Campus. He could see the reason for it there and I think he was as encouraging as anybody was. Then Charlotte got a good corps of volunteers that first year and from that it grew and developed and it got a Rosenberg grant that let them have a paid director.

Actually, Charlotte could give a much more detailed account of it than I can. I think also the SRV office must have a history of SRV and Jewel Battle would have access to that. But right from the very beginning it was a shot in the arm to teachers and students and they never imposed it on anyone. They let people know about it and then the teacher had to request it, because they realized right away that there would be friction if it wasn't teacher initiated.

I think that the chief merit of it was, one, the clever way that Charlotte handled it right from the beginning and, two, Carl's acceptance and support of it. They even had a paperback library

Sibley: that I think SRV ran down there in the entry hall at West Campus. Of course, it was when it wasn't West Campus yet. It was still Burbank [Junior High]. I'll tell you who else would have been interested in it, I'm sure--in fact, I know she was but I don't know all the details--that was Ruth Nichols because she was president of the PTA down there and she got the PTA interested too.

Morris: Would this be Roy Nichol's wife?

Sibley: Yes. I think it spread rather slowly to begin with and then pretty soon it was just getting to be a tremendous thing and people were all hearing about it and they did a very careful evaluation. I can remember, for instance, talking to Charlotte about making contact with the University Y and its community service program because it seemed to me that would be a real "in" for recruiting the SRV resource people (tutors and all the rest of them) so they did make a nice alliance there. We even had a training session at the University Y House which unfortunately was on the same night as the Big Game rally [chuckles]. Of course, it was not Y House then; it was called University YWCA.

Right from the start there they were interested and really did a good job. It wasn't until quite a bit later--and this was when I sort of lost track of it (I never lost track of it but I mean lost intimate track of it)--was when they managed to get the School of Education people to give course credits for going into the classroom and helping. I think that helped with any reluctance there was on the part of the students to participate because they could count their service towards their graduation credits. Then as they went along, they realized how important it was to have community resources like people with slides or snakes [chuckles] or music to go into the classroom.

They were very good about their appreciation of volunteers. They had a big meeting every spring and were very appreciative of the young people and had a sampling of the kind of resource people they had. I can remember one woman who came in and told about her experiences with Indians, I think it was. Then they had another girl who was kind of a pied piper kind of person. She came in--

Morris: Robin Goodfellow?

Sibley: Robin, right. They got a Rosenberg grant that paid the salary of the director and I think they then got Vi Smith.

Morris: She was their second director.

Sibley: Who was the first?

Morris: Bill Somerville.

Sibley: Oh, yes, yes, I had forgotten that. I knew Bill very well too. Vi really developed it extremely well. She's one of the most competent people I knew and one of the most knowledgeable about organizational development. Then, of course, they got hold of somebody to do the resources as a separate person and got a salary for that.

Morris: That was some years later.

Sibley: Yes. They had the secretary, the director, and the resource person. The schools always were very happy to have them, but always a little reluctant to spend money on them [chuckles], which I think is understandable because there's so many pressures for money.* But this was one thing that the board always upheld because we felt that this was one of the very important programs, partly for what it did but also partly for the friends it made who understood the schools, that were in the schools, who knew the problems of the schools, and then were out in the community and that I think is terribly important.

I'm not sure that that's what Charlotte would say, but that's the way I felt. They had workshops where they had reading workshops that taught them to be helpful in reading. Another person (you don't particularly want these people, I know, right now) was Betty Jennings, whose husband is at the law school. She was president, I think, of the University Y. She was chairman for a while and did a fine job and then another gal that has left, whose husband was very active on campus and they moved to Chicago.

Morris: Jean Bolton?

Sibley: Yes. Jean I don't think was as good an organizer or a keeper-upper but she was so enthusiastic it was fun to watch her go. [Laughs]

Morris: She was part of the founding group and there was some sense that she was entitled to her turn as president of the organization. I wonder if that has been a common experience?

Sibley: I don't know. I don't want to be quoted on this, but I know that a lot of people felt that Jean didn't do as good a job as she should have done as president. Now, I never saw that side of her.

*When the Rosenberg Foundation grants concluded, the school district assumed the cost of the program, which continues as an independent nonprofit organization with its own board of directors.

Sibley: When I saw her she was gung-ho and enthusiastic and trying to go, but I don't think she would follow up on the details and I don't think she and whoever was then the director saw eye to eye on a lot of things. But anyhow, they've had a lot of good leadership there. Then later they had quite a few of the younger parents come in and do an good job too.

I don't know who's chairman this year. I didn't go to the annual meeting. It's the first time I haven't gone. Their annual meetings have always been a joy to go to. I've been one of their resources, but not used a great deal, because of my pictures on Africa that I've taken on several different trips. I know the appreciation of the kids and the classroom teachers when they can get somebody to come in. I've done it mostly at West Campus. The kids were mostly black and they were fascinated by the pictures of Africa. I know that the science classes and the biology classes used many resources from the community--the teachers were most appreciative that had them. Now, some teachers didn't want them, but they didn't get them if they didn't want them.

I feel that it's been a very strong link of community and schools that you just wouldn't have had any other way. I hope that it's going to be continued with the reduced budget [after passage of Proposition 13]; I don't know.

Other Parent Participation

Morris: You mentioned that younger parents came into SRV; in your outline for Never a Dull Moment you made a note of the importance of the parent-nursery school movement.

Sibley: That was sort of different though. I'll tell you what I was thinking of there. This was at the time when we were starting off with Head Start and Neil Sullivan was here and Jerry Gilbert came to town, and he had come from what was called a ghetto school in Chicago. He was called here to be principal at Columbus School. He had always felt that you simply had to develop a parent relationship. So he helped start a program that went all the first summer he was there [1964] using the parents of the children in the Head Start program as people who helped prepare the luncheon, people that helped recruit the students by going door-to-door and so forth, and helping in the classroom. He also did training of parents to let them know how they could be effective--I don't think the word should be "politically"--but I think it really was political in a sense, in that he tried to get them to go to city council meetings and to school board meetings. [Laughs] I think maybe we suffered

Sibley: under this later on, but nevertheless I think it was a very honest effort and Jerry really did a superb job of getting the parents of the Head Start kids going on this.

They brought them in in other ways through the Follow Through Program. That also was when I think they started giving them some small fee for babysitting and for car fare so that they wouldn't be handicapped or losing out financially on doing service in the schools. I think Jerry is an unsung hero in this district. I really feel he's one of the most thoughtful and one of the most creative people I know anything about. Of course, if you talk to most of the teachers at Whittier, they'll back him to the teeth because he works with his teachers very, very well and through them he tries to work with his parents. What I was referring to there really was the things that Jerry had done.

It wasn't just through Jerry that this thing got started; then there were people like Lamitsoi Williamson who was head of the Franklin Parent Nursery School and she got involved in all this parent business and she herself as you know is a real dynamo and a very, very good teacher; I think they called her a head teacher.

Morris: The parent nursery program as I recall was part of adult education.

Sibley: For a while. That's a little fuzzy in my mind because I've worked with them all and it was hard to tell who they were responsible for and I used to do a lot of going into the schools. This is what Melinda Robinson is doing now. She is really doing a very good job of acquainting herself with the schools on the spot.

I'll never forget (I don't know if I've told you this before) but when Dick Engle (I think was his name) was the principal of Franklin I used to go down there quite a bit. I was very much interested in Franklin because that's where the first attempt at doing something about the children with Spanish background occurred because there were more of them there than anywhere else. I was a board representative on a committee that was addressing this subject and I would go down quite frequently and I'd talk to the principal and he'd say, "Carol, you just don't know the problems in this school unless you come and sit here, unless you're here."

So I went down and I spent a whole week at Franklin in a sixth grade class. It was a mixed fifth and sixth grade class that met in a cafetorium. There were sixty-some kids between the two of them. They had some SRVs and two teacher's aides and the regular teachers (two of them). Quite a few adults in that room. But after fifteen minutes I knew what he meant.

Morris: Did they put you to work too?

Sibley: Well, I put myself to work. I was supposedly an observer, but the thing that was interesting to me was that immediately you'd see one little boy get up and put a whole box of erasers on his desk and sort of go around like this [wriggles in chair] and jiggle them off a little bit and then somebody else would do something that was utterly disturbing to the whole class and teachers really didn't know how to handle it or at least didn't handle it. They had about five mentally disturbed children in that room and you could tell who they were in just nothing flat. One of them never stopped talking.

One of the little boys came up to me one day and he said, "May I read to you?" I said, "I'd love to have you read to me." I don't know what I thought at the time, but he just hadn't had anybody pay attention to him and he read very well and he was very pleased. So I could see the need for individual attention, particularly in a room that had five or so emotionally disturbed kids and also some of them that had a hard time with the language. Everybody was working. There wasn't anybody not trying to handle it, but with sixty kids in one big room, particularly sort of a barren room like that, it's pretty tough. So I learned a lot that week!

Morris: I can believe it.

Sibley: At the end of the week I put on a show for them. What I did was take a little suitcase down, an overnight bag kind of thing, and filled it with jewelry and things from all over the world, and then we put up a great big map of the world. I would tell them where one of the things was from and we'd pass it around the room and one of the little boys would put a pin where that particular thing came from and then we'd talk a little bit about each country as we went through the suitcase. They just loved it and somebody said to me afterwards, "How did you dare pass that jewelry around?"

I said, "It didn't seem to me that anything could very much happen to it" and nothing did happen to it. But the kids were fascinated. Then at the end (Neil Sullivan had just been to Atlantic City and he had brought me back a great big bag of salt water taffy that was in red and yellow and green wrappers) I pulled out another box and I said, "Now we have another treasure chest here and you can all help yourself. Pick any color you want." It was just one of the really nice days.

Morris: I should say!

Sibley: It was just great. I felt a feeling of being part of the group and they were appreciative of something a little bit different and the teachers were too.

Staats and Hadsell Citizen Committees

Morris: In the early sixties when you were first on the board, were the NAACP and CORE and other Negro organizations--?

Sibley: The NAACP, of course, was really behind the original study of the Staats report. That was before I was on the board. They had turned in that report before I was on the board and Roy Nichols was really the moving figure behind that.

Morris: Was that your first acquaintance with Roy?

Sibley: That's how I first met Roy, yes. I still think he's one of the greatest, really one of the finest men I've ever known and a most caring and effective person. Ruth was a little shy then. I had her for dinner last year and she's come full circle. She's just as effective I think in many ways as Roy is. She doesn't have his warm, warm personality but she had a real dedication to kids and to education and to black people in the best sense of the word. I mean she doesn't teach hate or anything like that; she teaches love between the races.

With the basis of the Staats report, what happened was that a representative from CORE went around to all the school districts. Now, this was not a local committee. I think he came out of San Francisco, but I don't know who he was. He came to see Herb Wennerberg and he said, "Herb, I think your schools are segregated and I think you ought to do something about it."

Herb was the only superintendent in the Bay Area that responded positively and he said, "I think you're right. We'll try to do something and I'll present the idea to the board." That's when we appointed the Hadsell committee. I can remember so well when Sparky suggested John Hadsell as chairman because he knew he was fair. Sparky knew him through his church and we just liked all the things we heard about John Hadsell. We already had had people studying the schools from the point of view of the primary schools, the junior highs, and the senior high during the bond campaign. So this is how we broke it down in that we had committees studying what was going on in the schools. Of course, the Hadsell Report tells the story,* but I can't possibly summarize it.

*De Facto Segregation in the Berkeley Public Schools, Fall, 1965.

Sibley: We found that about five of the schools were 95 percent black and some were 95 percent white and the only ones that were at all racially mixed were Washington and Whittier and, of course, Willard was too. After they made that report that was when Herb appointed a staff committee to work on plans for integration to look into other districts' recommendations and it was out of their recommendations that the Ramsay Plan came.* I mean he really was the one behind all of the desegregation plans. We had initiated implementation of the results of the Hadsell Report before we called Neil Sullivan. Now, Neil carried it out but Herb was the person that laid all the groundwork. But I don't mean he did it alone. He an an excellent committee. Dick Endsley was on it, I think. I know that Milton Loney was one of the top people on it.

Morris: He was already a counselor?

Sibley: Yes, he was already a counselor. He was a very disillusioned man unfortunately. He's never felt that he's been able to be the kind of counselor he wanted to be. He was head of the counseling committee of the Council of Social Planning. I was on that committee and I could just see that Milton knew what he was trying to do but he just never got the opportunity to do what he wanted to do. He knew what to do but he was thwarted by the paper work and by the ways the schools were set up at that time. But he was one of the really good people. The committee is in the Hadsell Report. I can't remember who they all were.

Morris: Endsley and Loney were on the Hadsell Committee?

Sibley: No, they were on the staff committee that Wennerberg followed up on.

Morris: I'm interested that the board appointed John Hadsell as chairman of the citizens' committee. The committee didn't select its own chairman?

Sibley: No, I think those were the days when we did more appointing.

Morris: That's a distinction I'm interested in. Did you get any--?

Sibley: There was no flack at all. Nobody wanted to be chairman, I think, except John and I don't know how much he wanted to be, but he was a very good chairman. That was an excellent committee and I'm sure you have access to that report.

*See donated tape of interview with Margery Ramsay in The Bancroft Library.

Superintendents Wennerberg and Sullivan

Morris: Tell me a little more about Herb Wennerberg and his views on the racial composition of the schools.

Sibley: Herb was very open as you'll recall. In fact, some people felt he was too open, that he didn't get things done because he was too open. I always liked Herb. He had a habit when people would talk to him, he'd listen and say, "Mmmmm, hmmm," and people all thought he was agreeing with him and all he was doing was nodding when he was hearing them. Then when he didn't do what they thought he'd agreed with, they got angry with him.

Morris: That's a very interesting observation.

Sibley: I watched it happen time and time again. Herb did not resign; he was asked to leave by the majority of the board, which did not include Roy and me. We were for him to stay.

I remember one night that I went out with Herb to a friend's. They'd asked us to come after the Junior Police Recognition--when all the little boys and girls who used to do the school crossing policing had an exhibit at the field at Garfield. This is one of the things that Herb always did. I was the only lady on the board. He always saw to it that I was escorted home. If nobody else could do it, he'd do it. Nobody ever thought of it except Herb. After that I missed him! I don't mean he was a beau at all. I just mean he really sensed the fact that it was too bad to send a woman home at 2 A.M. and he saw to it that I got there.

He also was a marvelous dancer, one of the best dancers that I've ever known in my life. We were invited up to the Schenkowskys. I had been invited up for a drink after the exhibit and I said, "Herb Wennerberg came with me to the game and we were going out and getting a hamburger for supper and then I was going home." They said, "Bring Herb along." So I took Herb up and we spent the evening dancing to the most gorgeous records you ever knew. I mean I just think that he plodded along and did what he was supposed to do, but he didn't get the kind of encouragement at home that a lot of men get for their job.

I think that the thing they felt he did not do--well, they didn't think he was forceful enough in his job and I said, "I think the trouble is us. I think we're trying to do his job and administer the schools and what we're supposed to be doing is making policy." Roy and I stood together on that, but Quayle and Sparky--Sparky was the leader--and who else was on the board then?

Morris: Paul Sanazaro.

Sibley: Yes, Paul Sanazaro. So he was informed that his contract would not be renewed but we let him go through the formality of resigning.

Morris: Did he have a major dedication to racial equality?

Sibley: I think he did. Oh, definitely I think he did. Herb was very encouraging to people. The funny part is that he and Dick [Foster] have some of the same qualifications in that they would encourage people and then the people didn't think they followed up which I think is probably true of a good many top administrators.

Morris: Yes, I've heard it referred to as a style of administration--let people talk out what they want to do and then--

Sibley: Then turn it over to them to do.

Morris: Yes.

Sibley: And they think you're going to do it with them and when they find out you're not, they're sort of annoyed. But anyhow, I don't think the personal thing came into Herb's life (at least not in any way that I was aware of and I was pretty close to it) until after he resigned, because then he went back to school to get his doctorate. I don't think he had a doctorate. He never was Dr. Wennerberg. He went to Cal and he was majoring in things to do with the health field and getting his doctorate there.

When we hired Neil he did not have an administrative credential in California and he had to get one after he got here. He went to summer school and he took a course in mathematics and California history. Larry [Byers] said, 'We had a superintendent with a credential without a doctorate and now we have a superintendent with a doctorate without a credential.'" [Laughs]

Morris: I was going through your scrapbooks yesterday and came across an interview with Sherman Maisel in which he recalled having contacted all the major education training schools in the country to get recommendations when you were searching.

Sibley: Do you mean this was for Neil?

Morris: It was when Neil Sullivan was hired.

Sibley: We did that each time we had to do it. [Chuckles] We had a standard thing that we did to get in touch with all the major ones as well as advertising. Then we heard about Neil and his job at Prince Edward County and what he had done. I don't remember

Sibley: whether Sparky was going to be in New York or whether we sent him to New York. Anyhow, he interviewed him and was very much impressed with him. He came back and told us what he thought. So we invited Neil out to talk to all of us and I'll never forget this little incident because it was such fun. We were pretty sure we were going to ask him but we had a little supper party in my apartment and it was a potluck thing and we were having a very pleasant time. All of a sudden Roy said, "When are we going to get down to the business of the evening?" Of course, all the wives were there so I said, "We can probably just separate and go in my bedroom." My bedroom was a big bedroom with a desk and chairs. "Go in there and talk business with Dr. Sullivan" which we did and while we were there the girls did the dishes. [Laughs] Neil always told everybody that he was hired for superintendent of schools in Carol Sibley's bedroom which I think is just wonderful!

He really was just like a breath of fresh air when he came here. I love Neil Sullivan. I think he's a darling. He was just as different from Herb as he could be but both of them [were] very winning personalities. Neil had one goal and he went after it and he used every public relations avenue--I don't want to say gimmick [although] I think some of them were gimmicks--but this was what he was going to do. Now we already had integrated and he had the courage to come when two members of the board were up for recall. He didn't know whether we'd still be on the board--and Roy had gone--so Sherman and I were all that was left of the old guard that had hired him. He just was sure we were going to win because he was an optimist of the first magnitude.

He got his credential. I had a cousin on the State Board of Education and I would call her and say, "What do we do? We've really got to have this man but we can't have him officially until he has a credential." So she was the one that helped look up all of the things that he would have to do. So he took these two courses in summer school and that made him eligible for a California credential and the state board granted it to him.

Morris: Who was your cousin?

Sibley: Peggy Bates, Mrs. Talcott Bates. She was a very handy cousin to have at that point because we really were sort of in a bind. We didn't know he didn't have an administrative credential when we hired him. [Laughs] That's how dumb we were.

Morris: They didn't require one in Virginia?

Sibley: In California you have to have a California credential and we didn't realize that. We knew that he had been a superintendent and so it never occurred to us that he didn't have a superintendent's credential.

Morris: And the fact that it had to be a California one.

Sibley: We didn't realize that and we worked with the personnel office and they didn't seem to know until after we hired him and then suddenly this great thing loomed on the horizon. The phoning that went back and forth and all!

Morris: To Sacramento?

Sibley: Yes, and to Virginia where he still was. He didn't come out until August.

Morris: That was when Max Rafferty was superintendent of public instruction.

Sibley: Yes and that was one of the reasons that we didn't know whether we could get him, because Max Rafferty didn't like Neil Sullivan.

Morris: Did Mr. Rafferty take a personal interest in the matter?

Sibley: As I recall it, yes, but I couldn't be definitive about it. But I know he was what scared us more than anything else. If he wanted to clamp down, we felt he could. Peggy was on his board and anti-Rafferty so that she was our liaison. Then Neil came and he won the community by and large, I mean the ones that were on our side certainly he won right away.

Morris: You mentioned that he used public relations techniques. His concern was that there should be community involvement?

Sibley: Community involvement right from the word go. He started that group of young kids. They all wore little things, what was it? It was a red thing on a button.

Morris: That said "Integrate in '68?"

Sibley: Well, that was the motto but this was a little button that said something or other like "we care." He met with those kids that were going to go into the different schools when they divided into the crosstown attendance zones--wait a minute. [Pause] He really started the whole thing about "integrate by '68" but, of course, '64 was when we hired him. So that whole period he worked on. When Dick came, we were using the word "integrate" still.

XIII 1964 SCHOOL BOARD RECALL ELECTION

Integration Decision and Board Resignations

Morris: Let's go back a little bit. I'd like to talk about the recall more or less in its chronological order because I think it's an important thing that there was enough feeling in the community that an anti-force did coalesce and take action to try and stop integration.

Sibley: Oh, brother. What happened really was that after we had the Hadsell Report we had three or four public meetings and the last one was in May of 1964. The groups had jelled pretty much by then. There were the Parents Associated for Neighborhood Schools, PANS. We always laughed and we said we were the Parents Opposed to Segregation, POTS,--the pots and the pans. Two of the strong leaders in the black community were Amanda Williams and Carl Mack.

Anyhow, we had this huge meeting. There must have been 2,500 people there and this was Roy's last night as president of the board of education. I'll tell you a couple of other things in there too. This was when the Ramsay Plan had been recommended and we tried to keep everything as secret as we could that we were going to recommend because we didn't want it torn apart before it got--I mean the final things that we were going to recommend. We had a meeting at Sherm Maisel's house. There was one reporter that just dogged our footsteps.

Morris: From the [Berkeley] Gazette?

Sibley: No, from the [Oakland] Tribune, Neal somebody. The Gazette got hold of our recommendations somehow ahead of time. Nobody ever knew how.

Morris: A leak from within the school district do you think?

Sibley: We don't know. Anyhow, we had this last meeting. Phyllis Schaaf and another girl came and called on me and said, 'Hang steady. We really feel that this has got to be done and we really need your

Sibley: vote on the board to get this thing across." Well, I was not wavering about the overall picture, but I was wavering about some of the things that were going on.

For instance, we were also in a building program at Burbank which was being rebuilt at the same time. I said I would vote for it but I felt that we should delay Willard's going down there, since it was already pretty much an integrated school, until after the first year when the building would be completed and it wouldn't be just a mess. It was an awfully difficult mix to handle to begin with, but they wouldn't also have all these structural things going on. The board finally agreed with me on that.

Then I said to Sherm (Sherm didn't agree with me at all) that I felt that we should consider the whole group of recommendations. One of them was total integration of the schools at that point--it seemed to me reasonable to start with the early grades. I said, "I'm going to have to make my stand on that because I feel that way." The other four members of the board had told me that they would not go along with it. So I said, "I'm going to have to say it no matter what because it seems to me that we're going at it at the wrong angle. They said, "Carol, what will happen"--and they were right--was "that that will definitely be voted out by the community, you will lose any election if there is a recall and then there will be nobody who can push for the integration of the schools."

They were right but I felt that it was important for someone to speak up in favor of the staff recommendation. It was essentially what we eventually did, dividing the city into strips from hills to the bay. So I was the first one to speak that night and then Sherm said, no, he wasn't going to go for that. We had speaker after speaker from the audience--the meeting went on until about 2 A.M. Were you there?

Morris: Probably. I remember the meetings of those years.

Sibley: We had already had one at West Campus in the auditorium, we had one somewhere else, and then this was the climax meeting in May. That was when a group of parents got up and said that if you go ahead with this thing, we will recall you, and they started the recall committee. That was in May of 1964. Then there was a battle all summer long about when the election should be and what would be to our advantage and what would be to their advantage. We all were working on it. We didn't want to have the election during the summer because we knew we were supported by both graduate students and faculty to a large extent. They wanted to have it during the summer because they knew that also and they thought that they could beat us if we didn't have university support. So we used every delaying tactic we knew how to use.

Sibley: First, Roy resigned. We had the power of appointment for interims and so we interviewed loads of people, but the one question we were really interested in [was]: are you for integration or are you not? We felt that since we had been elected because of our stands on this that we really needed to appoint people who supported our stand. So we appointed Johnnie Miller. He replaced Roy. Quayle had already left. He was all for Neil Sullivan but he didn't want to be involved any further in any integration movement because he was really a very conservative person. He moved not on account of this, but it was convenient too. He moved to Atherton because his business was down the peninsula. So then we appointed Sam Schaaf and Sam we knew because his wife and he had both been very much on the integration side.

Then after that there was Sparky (they couldn't recall anybody who had been appointed) and Sherm and myself. We made a little pact that we would stick together. The recall was directed at all three of us and you had to decide whether you would be willing to resign or run in the election five days before the election. Just before we had to make that decision we had a telephone call from Sparky saying that he had been appointed a judge of the superior court and he had to withdraw, so that left just Sherm and me.

Supporters and Opposition

Sibley: Well, I never expect to go through anything like it again and I hope very few people have to, but as I look back on it I learned so much. The supporters were so supportive that I made friends that I never will lose, I'm sure, because they were really there when the times of trouble came. The people that rallied behind us really rallied behind us. Who was the chairman of the committee on the recall? He's a professor of physics at Cal. [Pause to remember] Arthur Kip. They had a wonderful committee and Marc Monheimer was a strong person on that. Marc was also the chairman of the Master Plan Committee to look over the whole curriculum.

Morris: That was a year later.

Sibley: Yes, but he came to our attention during the recall. Mary Jane was very supportive of us in the recall election.

Morris: You said you learned a lot.

Sibley: I learned a lot about the black community. I learned a lot about how to behave. [Chuckles] I learned you don't make positive statements you aren't sure you can follow up with because so many

Sibley: people thinking they know all the answers don't know them and then different things come in and change your mind and then you're in an awful sort of dilemma if new facts have come to life and you aren't able to use them because you've made such positive statements before.

That's one of the things that I learned: just tell them your direction and that what you're going to try to do is to establish integration in the schools, but don't tell them exactly how because you really don't know until you get in there.

Morris: Did you feel that you had made some statements that--?

Sibley: Well, I was accused of having made some. I didn't think I had. Oh, and another thing that I said finally when we finally passed integration was that until Willard had been added to West Campus (and I did make this statement) and we had evaluated it, I would not press for integration of the elementary schools, although I thought that was a direction we would have to go. I thought we should do the evaluation and see what were the mistakes and what were the advantages that we'd made. Later I was told that I'd said that I would never vote for integration. But people don't always hear everything you say. People got up in the meeting and called me a liar and a few other things like that.

I think our biggest problem in addition to the really vigorous leadership of the PANS groups was the faculty at Garfield. [It] was a very divided faculty. They had had a prestigious school and they did not want to have come into their schools the people that they thought would lower their academic standards. Of course, all during this was the fight over how many layers of classes you could have.

Morris: How many academic tracks?

Sibley: Yes.

Morris: Garfield's past principal [A.L. Baxter] was the one who ran against [Maisel]. Of course, he kept saying that the junior high schools were established in Berkeley. Berkeley made this thing and now you're doing away with my fine junior high school.

But the funny part was that we had several sessions on the air on KPFA and we were asked questions over the telephone and we asked each other questions. Baxter really knew very little about the school district as a whole and it showed up in the kind of answers he gave. He knew about his own school, but he didn't know much about the rest of the school district. It was very interesting. The other man who ran, Richard Haas, was a very bright man. He was the president of PANS and he was the one who ran against me. You

Sibley: had to be paired for some reason or other. It couldn't be just the two top.

Morris: You're both running for that seat.

Sibley: Yes, that's right.

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Morris: One thing that I think is going to be of great interest to scholars is the relationship between the city fair housing referendum of 1963 and the school recall issue of '64.

Sibley: Actually, I think all of us worked on that fair housing thing and also tried to elect Fred Stripp mayor. I'm not sure he would have been that good a mayor, but he was very forthright in his support of fair housing.

Morris: He had been president of the NAACP for a number of years.

Sibley: Yes, and he also had been associate minister of the South Berkeley Community Church which, of course, the blacks knew. I have no question about Fred's dedication to what he stood for. I just don't know that he would have been as good an administrator, that's my feeling. Anyhow, it was between him and Wally Johnson and Wally won by 2,000 votes and that was a very slim margin. So we were all encouraged and yet we felt that until there is fair housing, how are you going to have fair schooling?

So that was really sort of a platform from which we could operate, that we had come that near in the fair housing law and therefore it seemed--now, I'm talking for myself; I don't talk for all of the board members about it--but it seemed to me that this was a taking-off place that we could feel that this many citizens at least were interested in the subject of fair housing. Fair housing really should be the answer to fair schooling, but you can't do it until you really accomplish that. So then we thought the alternative is going to have to be desegregation of the schools.

Morris: I was thinking about it from the angle of the violence and the virulence of the campaign.

Sibley: [Chuckles] You read the scrapbook.

Morris: I read the scrapbook and I've also read some of the summaries of the fair housing campaign in which very unpleasant things were also said.

Sibley: I don't know too much about the unpleasant things that were said because I wasn't in the thick of it; I was at the border of it. But I certainly know about the other things. From the minute that PANS declared war that night at the May meeting (it was six months that we went through the recall struggle) there were people in my church who didn't speak to me. We had meetings all over town. We had a very good meeting one night at our church. I think our minister had been the leader of the panel and Sparky had been on it and I had been on it. Afterwards I went up to the president of the board of trustees and said, "I know you don't agree with me and I think you were an awfully good sport to come tonight." He just waved me away with his hand and he said, "I never want to speak to you again"--this sort of thing went on all of the time.

Then somebody said I had been to Russia and I must be a Communist! Nixon has been to Russia too. Is he a Communist? Then there was a very nice conservative member of the legislature, Lou Sherman, who I knew quite well. I had worked on school bond committees and Workreation, and I had worked with him on other committees. I heard that it was a neighbor of his that was circulating this rumor about communism. So I went to him and I said, "Do you think I'm a Communist?" He said, "Oh, Carol, that's the silliest thing I ever heard of."

Well, I thought all the things I had worked for my life were the opposite of communism, so I said, "I don't like this unbridled rumor going around. Can you find out anything about it? I understand it started in your neighborhood."

So the next week he came to see me and he said, "Yes, I found out about it. It's a little old lady in tennis shoes." [Laughs] She decided that you were a Communist because you had been to Russia and I tried to tell her that she was very, very foolish, that this was not the kind of rumor that you started or perpetuated when you had absolutely no basis for it. I don't know that I got to first base. At least I know where it was. I told her that I knew that it could not be true. He said, "Carol, I don't think she's doing you any harm and those of us who know you, know it isn't true. So stop worrying about it."

Anyhow, this was the sort of thing. Telephone calls at all hours of the night. I was having problems with my grandson in the South so I didn't want to have my phone disconnected and I'm a very light sleeper. I think I was waked up every hour on the hour for about two or three weeks in a row. I would go to the phone and nobody would be there. Then the business of the name calling which--every dirty word I've ever heard came over the phone at me.

Morris: What about in public meetings?

Sibley: Oh, in public meetings too and also I got a letter from somebody who said, "If your husband was alive he would just be so ashamed he just wouldn't even want to speak to you." It had an address on the envelope and I called the post office to find out who lived at that address and there wasn't any such address. It was a sneaky kind of thing that went on. I knew Bob wouldn't be ashamed of me, but nevertheless it wasn't any fun to be addressed like this. This was just six years after he died. Then these nasty women's voices. I told you about the one that said [voice is lowered, imitates cold hostility], "You know what you are, you're just a dried-up piece of chicken shit." Can you imagine anybody using that kind of language and over the telephone? That one sort of upset me. I knew Bob wouldn't have felt that way because he was very willing to let me have my ideas. He just didn't want me to fight them in public.

Winning Strategies

Sibley: Well, came the day of the election, and really we didn't know anything about how it was going to come out; it was very, very close in our mind.

Morris: Did you have anybody doing any kind of sampling?

Sibley: Oh, yes, but it was very inconclusive. Sherm and I worked together very closely. Sherm and I don't agree on everything but we really were together on this whole campaign. The only thing I didn't like about our campaign was they wrote some literature that I felt I wouldn't have given my okay to, which was accusing the people on the other side of things that I thought was better to leave alone. I was overruled.

This is when I discovered that the board of education was a political job. I had gone on in all my innocence thinking it's out of politics entirely, but I soon discovered in a very short time that politics was there and that you had to pay attention to some of the people that were more experienced than you. But I just hated to do it. That really griped me.

Morris: Did you feel that there was a division along party lines? That Democrats in general were likely to be--

Sibley: Generally the Democrats were on my side. When I ran for the board, for instance, they said I'd have to get the support of the grassroots and the women's group and the main Democratic thing and I said, "Why?" I am a Democrat but I said, "Why?" They said, "Just believe

Sibley: us. You've got to do it." So I had to go and speak to all of them. They all did give me their support which was very nice. But a lot of people want to run without endorsements or without getting known among different groups in town.

During the recall election, Sherm and I tried to speak at every black church.

Morris: Together?

Sibley: We'd go together. It just was easier to get it done that way. Or if we didn't speak, we'd at least be there so they could speak to us. We went down to one. I can't remember the name of it now but it was a very fundamentalist, holy roller kind of church. They took up a collection three times as they shouted and hollered. Sherm said to me, "I haven't got any more money. Have you got any more money?" So I'd reach in my purse and I'd hand him another quarter [laughs] because we didn't want to have anybody think that we didn't support the church! We had a lot of funny experiences.

He was a good person to campaign with. He was very different and I think that was good too, and of course the fact that he was a faculty member at Cal and very active in the business administration department.

Morris: Would he have gotten any pressure from the University to avoid some of the controversy?

Sibley: I don't think so. I was not aware of it and I doubt very much that he did. I think we pretty much had University support for the most part. I don't mean that it was always outspoken, but the money and the votes I think we had.

Then came the week before the election and I began to think that we were going to win, but I really didn't know. Of course, nobody knew. We had a school board meeting because it was a Tuesday.

Morris: You had the school meeting on election night?

Sibley: Yes, and I was president of the board at that time. Just after I called the meeting to order, I think it was Geri Morheimer [who] stood up and brought up a big bouquet of roses like this [making a circle with her arms] and said, "We want you to know that win, lose, or draw, we're on your side." Then somebody else stood up (I can't remember who it was) and brought Sherm a bottle of champagne as big as this [indicates jereboam size] and said, "This is to celebrate with."

Sibley: Then we had scouts going out all evening to find out how things were going and at about 9:30 it was obvious that we won, so they practically carried us down to the Veteran's Administration building and pushed us up on the platform. That was a real excitement and I'll never forget that. You remember the picture that's in the book of Sherm and me, both of us tired out and my head on his shoulder. His wife, Lucy, called me the next day (we're very good friends) and she said, "That was the best fiftieth anniversary picture I've ever seen," me with my arm full of roses, he with a bottle of champagne and my head on his shoulder! [Laughter]

I thought we fought a very clean campaign but the words that were used in the Gazette about us were pretty tough to take, some of them.

Morris: Whose idea was it to bring Roy Nichols back to campaign?

Sibley: Oh, that was our committee. We just thought that that would be a great idea. We wanted to have a rally and we wanted to have a parade. I think it may have been Annaliese Roda's idea. I'm not quite sure who it was, but we all thought this was a great idea. So Sherm and I went to meet him at the helicopter when he came in. I guess we went over and we all came off the helicopter together. Somehow or other it was all staged. Then we had the parade that night. Oh, people like Dee Scalapino and the Monheimers.

We really had a great parade and of course all the kids thought it was just great. They had open cars with Roy waving and I was waving. [Laughs] We had the rally down at West Campus in the playing field. I think that maybe was the turning point of our feelings that we might win, because Roy really got the black community following behind him.

Now, I don't think they were quite as solidly behind us when we did the elementary schools because a lot of them didn't like the idea of their kids being brought by buses up to the upper part of town and away from home. I went down and talked to them about that and they sort of had almost a little protest meeting. I said, "I think here I'll just have to tell you that I don't like things being political either, but in the first place, the smaller schools are in the hills. They are much better fitted for young children. The four big schools down here are much better fitted for the fourth, fifth, and sixth grade children because they have more playground space and more possibilities for science and so forth. It's going to have to be a question, I think, as to whether you really want to integrate the schools," or desegregate--I think we were still saying integrate--"or whether you're willing to take the busing risk for your kids, and we're going to do everything we possibly can to make that transition good. We're going to have good bus drivers. We're going to have welcome committees."

Sibley: We really did plan that whole thing so carefully. They finally--reluctantly--admitted that rather than have the whole thing go bust (which it would have, there was not another way we could do it) that they would let their children go to the hill schools. Most of them didn't think it was bad once it got going. They were sure it would be, but it was really harder on the children that went down there. Then they didn't stay. We arranged to have buses later in the day so they could stay and play on the playgrounds and all this stuff, thinking that this would be a period of getting to know each other. It just didn't work out that way as well as we hoped it would.

Morris: One last question on the recall election. Did the PANS group stay organized after the recall election?

Sibley: I don't think so. As a matter of fact, I think Richard Haas must have moved and of course Al Baxter stopped being active and he died a few years ago, but he never really seemed to enter into any school activity or thing after that. I think he was sorry he ran and he was pressured into it. I think they all thought he'd win hands down over Sherman, because he'd been a school principal. He was very mild, nice and well-liked. I liked Al. I have nothing against him excepting we didn't agree on this.

XIV COMMUNITY REACTION AND PROGRESS TOWARD INTEGRATION

Junior High School Concerns: Academic Tracking and All-city Ninth Grade

Morris: Something I had wondered about is the violence of the reaction against any move towards integration at Garfield at the same time that it was considered the best academic school.

Sibley: There were about seventeen tracks there we discovered and one of our recommendations was the elimination down to maybe three tracks or as little as possible tracking. I could always see why a teacher liked tracking. They could teach the kids that were an homogenous group. It's much easier than when you have a very mixed group. I can remember when I first even knew about tracking. Jim Pendleton invited me to come to a meeting where he showed me in book form what certain kids in the class did with questions and then what the next group did and he only had three groups in it. So they decided the fairest thing was to let each teacher have at least one group of achievers but also balance it by having a group of the under-achievers so that the teachers wouldn't be penalized. That was before they thought, well, maybe the kids were being penalized by all this. That was, I think, the first year I was on the board that I heard about that.

At that point I must confess that I thought tracking was rather reasonable, but I had no idea they were doing it with seventeen tracks.

Morris: That is almost grotesque.

Sibley: It's ridiculous. It's almost like saying, "These three kids we'll really work on, with these we won't do so much, and with these we'll have to work awful hard and it's going to be a pain in the neck." [Laughs] But the principal wasn't really thrilled with it. I guess I told you (I don't remember) that at that point, Herb was

Sibley: still superintendent and Esmer Clark was sort of his right-hand woman. Carl Dwight had been selected to be the principal of West Campus, which would just be a ninth-grade school. So Esmer arranged for a meeting at Garfield where Dwight and she and I were to go and speak to the assembly.

Morris: The faculty?

Sibley: No, not just the faculty; the whole school. There was a very unpleasant feeling prevailing, but we all--Carl talked about how fun it was going to be to have a new school, help make the rules and do everything when the kids went into the school in September. We explained that there would just be ninth-graders from the two schools there that year, that Willard would come in the next year and that ninth grade had been recommended as the time when the kids really could grow together. They wouldn't have anybody over them that was going to boss them around. They wouldn't have any under them that they could have to kick around. They could just be a solid unit, and it really was that way for several years. It was a pretty nice school.

Then I told how my father had been a high school principal and that he had always felt that in starting a new school you had an opportunity for really great things and that they wrote their own songs and they chose their own colors and they decided the way the school would be run. I said, "I think you've just got a great year ahead of you." Everything seemed to be very pleasant. I went down afterwards to speak to some of the teachers. The kids were much more amenable than the teachers were. Now, that isn't true of all the teachers you understand, but there were enough of them that didn't want their prestige at school to be changed into a hodgepodge.

Morris: It's interesting because you've got politics and you've got educational theory. I talked briefly to Marge Ramsay before she left and she said, "It wasn't a unique idea of mine. I had been reading Gisell and Ilg and they said that children of the age of fourteen--"* were better off by themselves.

Sibley: She just brought this out at one of the meetings and it sounded so reasonable that it was picked up.

Morris: The fact that you've got the educational theory proposing the same kind of change.

*Untranscribed tape recorded on January 31, 1978.

Sibley: We thought we were on pretty sound ground there and I still think so. Carl turned out not to be as strong a principal. He was a very hail-fellow, well-met nice person. He had Cliff Wong as his assistant and Cliff really handled more of the detailed running of the school. Then Cliff got moved out and I think Carl missed him. I think the third year it was very obvious that the school wasn't going as well as we'd hoped it would go and that's when we called John Newton in. John came in and he did an absolutely beautiful job with that school. The kids loved him, he loved the kids. They fixed up the recreation area, they had certain rooms where they could have special forms of recreation. He'd go down the school and clap every kid on the back and know them all by name.

The second year that we had him there was when Dick Hunter left Longfellow in October and poor John took over both Longfellow and West Campus and it was pretty rough.

Teacher and Parent Organization Participation

Morris: Did the faculty get really involved in the recall campaign?

Sibley: Yes, we had several meetings with the BFT and what was then the Berkeley Teacher's Association. There was a difference of opinion in those groups but pretty much they came out in our favor. If you'll remember there were ads in the scrapbook stating they believed in what we were doing, by the BFT and by the BTA. There was some controversy within the groups, but the groups that supported us won so that they did support us.

Morris: The BFT was just beginning to get established.

Sibley: No, the BFT had been going for sometime. Jeff Tudisco had been their leader for a long while and they were a much stronger group at that time than the BTA was. The BTA also took in "those nasty administrators." One of the things I've never been able to quite reconcile is the real cleavage. The minute a person becomes an administrator, the teachers reject that person. You'd think that if they knew the person and knew that it was a good person they'd think, "Isn't it great he's going to be an administrator; now we'll have somebody who will understand us and can work with us." But it doesn't work out that way. It's very peculiar, very hard to handle.

Morris: How about parents in general?

Sibley: Oh, I know another group that worked on this that you should know about and that was the Lincoln-Emerson group.

Morris: That was the first kind of cross-city--

Sibley: Yes, cross-fertilization. They met together. The Parent-Teachers Associations met together and it would be good to talk to Ramona Maples on this and Mrs. Skolnik. She was the leader and, of course, Harriett Wood was the principal of Emerson. They had these meetings together and they also were putting on a Shakespeare play up at Emerson. They invited all the fifth and sixth graders from Lincoln to come up there. This was when they were also doing school repair and remodeling. The Lincoln kids put on the show and they had an awfully good time together and the Lincoln kids went back and said, "Heck, our school is a better school than theirs is. Theirs is falling apart!" But the parents really worked on this and it was a very good group. I think that Marie Fielder came in and helped them with some of their thinking. I know that Kathy Favors did. Then they formed a team of Kathy Favors, Larry Wells, and Roy Takeuchi who went around talking to the schools about different races and how they all should get along together.

Morris: They were all three doing master's degrees at that point.

Sibley: I think they were. They were a great team. Roy I later saw in Japan and he was awfully nice to me there. He's now principal of a school down south, I think in Modesto. But he had been principal of the school for American children in Japan when I was over there.

Morris: What an interesting experience.

Sibley: He's a very nice person. The three of them started a traveling team and went around and tried to spread the idea that races could get along together, that there were not inferior races, that they'd had difficulties as they came along but that they were pretty special people, and they succeeded in that. They did a lot of good, I think.

Morris: It was kind of a consciousness-raising thing. It felt as if they were newly aware of some of these things themselves.

Sibley: I think so. I can remember them talking about slavery and what it felt like to be descended from the slaves and what a wonderful opportunity it was to have an education. Of course, they were all top-notch people so that it was very obvious to people who listened to them that these aren't people who are inferior that we're dealing with. They are at least our equals if not our superiors. A great many people, I'm sure, felt they were certainly their equals. This is one of the things that Neil did.

First Minority Administrators

Sibley: Now, when Herb was superintendent, Harriett was made principal. It was one of the first things that happened after I was on the board.

Morris: Was that a big battle?

Sibley: No, it wasn't a big battle. Emerson requested a black principal after they had gotten this thing going.

Morris: There must have been some real nucleus of people--

Sibley: Well, Mrs. Skolnik was the head and Doris Maslach--I don't remember who else, but I went to quite a few of their meetings. They met at Lincoln because it was easier to get the Emerson parents to go down there. The Lincoln principal was Bill Rhodes, who's not living any more. I don't think Bill was a great thinker but he surely was a person who knew how to work with people in a very nice way. I don't think he was an awfully good, top-notch principal at Lincoln but everybody knew he cared about kids. Then Ramona Maples was made his vice principal and that's when she said that she learned that administrators were immediately spewed out by the teaching force.

When Neil came, after we hired him, the first thing he wanted to do was to go and meet some of the leading Negro families and I took him to call on Ivora Pesant (she's been very active in Model Cities lately). That was the first thing he wanted to do.

Then he wanted to visit the different schools, so I took him around--

Morris: This was when he was commuting back and forth?

Sibley: Yes, he was commuting back and forth but he had already been hired. By the time he came to stay in August, he had already met Kathy. So he immediately said, "These are two women that I'm going to do something with." Eventually, of course, he got Harriett in on the superintendent's staff and he got Kathy in as the head of human relations.

He also brought Jerry Gilbert here and he brought Joe Rodeheaver here. I think it was a real loss when Joe left. But he was a very gentle man and he had to pick up a lot of the pieces because he was always having to make the suggestions. He never presented a report that he [didn't] give the negative and the positive and then his recommendation and then we could ask him questions. It was very, very well done.

Morris: Yes, Dr. Sullivan made a number of administrative changes.

Sibley: Immediately.

Morris: Not only personnel, but there was a kind of a re-organization.

Sibley: Yes, he had a director of secondary education and a director of elementary education. They'd had that once before and then they just dropped it. Esmer really was the director of secondary education but she never had that title. There was a young man named McCullough who was director of elementary education. He left here and then they didn't replace him. So when Neil came, one of the things he said he wanted was the right to bring in outsiders if necessary and to re-organize. He brought in Joe. I think he made Harriett head of elementary right away. I'm not sure of that. This is all fifteen years ago.

Morris: It's customary, isn't it, when you bring in an executive--?

Sibley: Right, to let him do this.

Morris: Had Joe Rodeheaver worked with him before?

Sibley: He had known him quite well. He had worked for some school in the East. I've forgotten just which one.

Morris: Did he bring anybody with him from Prince Edward?

Sibley: I don't think so. He got Bob Frelow in there somehow. [Pause] I don't remember. He did bring one other person in, but I can't think of his name.

Later School Board Members and Elections

Morris: One last question on the recall. I don't know whether it's chutzpah or just that you had to get it done, but how did you manage to go about selecting somebody and then decide to appoint Larry Byers for the last vacancy on the school board? How you could do that interviewing while you were fighting that campaign?

Sibley: We heard from Sparky. Larry had been the chairman of the ministers for the recall campaign and Sparky thought very, very highly of him. We thought we had to appoint someone right away because we wanted a full board. So we had a quick conference and we all decided that Larry would be a good balance wheel on the board. He would represent the church community more. There was Sherman, myself, John Miller, Sam Schaaf, and then Larry. That was a good board; it was really a good board.

- Sibley: They accused us right for what we did--we chose people who were going to be supportive of desegregation.
- Morris: Larry and John were both younger than had been the custom on the school board.
- Sibley: That's right. John had been unequivocally recommended by Roy. I think John was a very good board member. I was sorry that he didn't stay with us longer because I don't think Hazaiiah [Williams] was as good. Hazaiiah was a good board member to a certain degree but he was so deeply ingrained--everything had to be black or white and black was dominant--and rightly so in his mind.
- Morris: John Miller going on to the state assembly makes one wonder if perhaps he would be the first school board member to see it as a political job, as a way of getting some experience and then going forward.
- Sibley: I don't know. I think John was always ambitious and I think he probably always wanted to go to Sacramento. He was a lawyer, after all. Sparky I don't think did it for that reason, but he went on to be a justice of the superior court. Paul Sanazaro went on to have a very important job in medical education. Sherman went on to be a member of the Federal Reserve Board.
- Morris: He had been in government service before though.
- Sibley: Yes. Oh, I don't think that his being on the school board helped him with that particularly, but it lost him to us, unfortunately, because we could have used Sherm for a few more years. When he took the job I don't think he had any idea that at that time he was going to be made a member of the Reserve Board. I think he may have had the ambition--because anybody who was high up in the business school at Cal would certainly be one of the people that they would consider.
- Morris: You can look at it as the good choices that the Berkeley board of education made, that they did go onto other things.
- Sibley: I think we did very well, and they've all done well.
- Morris: But John Miller is the first one who went directly to another elective office.
- Sibley: Sparky did too. But his was appointive.

But there's no doubt in the world that John is one of the smartest men I know. He's just terrific. He also was "for the blacks." But he also was very reasonable about this in that he saw what could be done and worked for it without making it overwhelm



Mrs. Sibley with youngsters and principal
Jerry Gilbert at Whittier Demonstration School.
ca. 1965



Berkeley School Board, December 1964. *From left:* John Miller, Sam
Schaaf, Carol Sibley, Sherman Maisel, Reverend Larry Byers.



Sibley: everything else. I think Larry was a good school board member. We always got a kick out of him riding up on his motorcycle with his beret and sometimes his kilts. [Laughter]

Morris: Why don't we stop here for today and next time I'd like to pick up with the school master plan.

Sibley: If you read the introduction to the master plan you'll know everything I know about it. [Laughs] I don't have any of my papers any more because I've got them distributed.

Morris: The recall election, when you were confirmed in that, that gave you a whole new term?

Sibley: No, when I was elected originally I was elected for a six-year term, so that would have been '61 to '67. In '64 I was challenged and if I won I would continue until '67. Then we all decided as a board that a four-year term was enough because two six-year terms were too much and two four-year terms seemed reasonable. So we changed and had to go through all the rigamarole of changing it to a four-year term. So when I ran in 1967 it was for a four-year term.

That was the year I ran with all the kooks--Jerry Rubin and, oh, honestly, the whole group that ran that year was something to be seen! That election was sort of a redemption. I'm not saying this as an ego trip, but I got more votes than anybody in the city for any office that year. I thought following the recall that was significant, not because it was for me but because what I stood for was being underwritten so to speak.

Morris: In any sense apologizing for the hard time you'd had?

Sibley: I don't know about that. But once the recall was over and we got going again, there didn't seem to be a lasting ugliness. I don't know whether it was because a lot of people moved out of town or what [laughs], but then we turned to trying to see what we could do to make West Campus a success and to work on the master plan and to work with Neil on developing the elementary integration plan.

Neil Sullivan's Leadership, New Tax and Program Resources

- Sibley: We were all so busy we didn't have time to really get out in the community and talk about things other than the things we were then interested in. We just accepted we won this and now we'll go on to do the thing that we said we'd do. We did evaluate West Campus and we did feel that it was a good school and then we did pour our whole hearts into elementary integration--with Neil's very, very good leadership on that. He was more of a leader in a way than Wennerberg was. Wennerberg was dedicated to the same principles and he worked for them and I just hope people will realize that and I think they should forget the little personal things.
- Morris: Your contrast and description of both of them are really very valuable. My sense is that almost always with somebody as spectacular as Neil Sullivan you had to have had somebody go beforehand to lay the ground work in a sense.
- Sibley: Then Neil, I think, really had his comeuppance when he went to Massachusetts (I heard about him when I was there this time too) because Neil, borne on the winds of the success of his Prince Edward County thing and his Berkeley thing where he had been lionized and deserved it. (I don't mean in any sense that he didn't)--he went into Massachusetts and they were not prepared for Neil. He really had a hard uphill fight with that awful woman who is the head of the school board there (the school committee they call it) in Boston. Their problems was that Neil's own Irish, and there were a lot of them, fought any integration in south Boston and places like that. I think he ran a little roughshod over them and I think they resented it. Anyhow, he left us because he thought that was a challenging job and he thought he'd done his job here and that he should go on, which he did. Now he does a lot of consulting work and teaches at Long Beach State and he's formed a committee on which I will supposedly serve (at least they asked me if I would) that is going to work on racial integration in the schools and be policy guiders.
- Morris: That's interesting. At Wilson Riles' request?
- Sibley: I don't know whether it was just for Long Beach State or not. I haven't heard much more from Neil, excepting I was asked if I'd be on the committee and it wouldn't meet until September. He said it would only meet four or five times a year and our expenses would be paid. I said, "I haven't got much more time than that but I really care about it and I think I've learned a lot, so maybe I'll have something to contribute." He just was delighted. That was the last I heard.

Morris: Okay, let's stop here.

Sibley: Next time what do you want to talk about besides the master plan?

Morris: Your re-election campaign in '67 and I think there are probably some more things that we need to say about the process of the community's acceptance of and preparation for integration.

Sibley: I think that's very important. I've got an awful lot of it in the book but it's easier sometimes if you just ask questions about it.

Morris: Yes, and more impressions in terms of developing a sense of community.

Sibley: I think we did do that and I think we did it well. I'll give Neil most of the credit, Neil and the board. We had awfully good people in the under elements too.

Morris: I'd like to touch a little bit too on the financial underpinnings that made it possible.

Sibley: We appointed a committee that Sparky was chairman of about how much could we go for for a school tax increase and their recommendation was that we needed \$3.00 but we only went for \$1.50 because we didn't think we could pass the \$3.00. There was a considerable discussion on that one and I wanted to hold out for the \$3.00 because I thought we were riding on the crest of a wave there where we could have gotten it. We were the only district in the state of California that passed its tax election that year except for a little district near Alturas that went for a ten cent increase. [Chuckles] We won very handily on that.

The bond [elections] were all so close it was just pathetic, but that tax election--we stressed what we wanted; the people wanted what we wanted. We wanted to have libraries in every school, a smaller class size, more teacher training and so forth. These were all things that really appealed to them and they just supported us. They had gotten a little into the habit of supporting us by then which helped.

Morris: I think your term "crest of the wave" is interesting because I'm not sure that isn't exactly what it was. So many things have changed since then that make it a different kind of environment altogether.

Sibley: There was another parent group that really was very helpful and the person I think of in connection--two people I think of--were Dildar Gartenberg and Connie Braver who lives over on Thousand Oaks Boulevard, both of whom really worked. They established libraries in the schools that volunteers ran and then out of that was pressure

Sibley: for a library in every elementary school which seemed to me was almost sine qua non that you can't run a school without a library. Then also I think we should get in somewhere something about the resource labs and the places where children were sent if they were troubled and could be talked to and talked out of the trouble or given something to do which would be creative rather than just punishing them. Those were all established in the 4-6 schools. It didn't work out as well as we hoped they would, but they were a very good idea. I think they were an excellent idea and that was one of the things that Harriett Wood worked on very hard. That was when she was assistant superintendent.

I can't remember what we called them. Resource Rooms? The resource lab was in connection with the library with all the tapes and the colored slides. The resource people from SRV would go down and help with them. Then the other room was where they would go and get special homework and special attention and special coaching.

Morris: And cool off.

Sibley: Yes.

Morris: I remember one boy who spent much of his sixth grade year in that room.

Sibley: He probably learned a lot more there than he ever would have anywhere else!

Morris: Well, I'm not sure about that, but the impression that I got (which may be incorrect) is that the little boy decided that that was a neat way to get out of having regular classes.

Sibley: I think maybe this happened to quite a few of them and maybe this was one of the reasons that it wasn't continued. But when I visited those rooms I was very much impressed with the way students were being handled.

I don't think you can be a good school board member unless you get into the schools and that's why I'm glad there are three women now because the men just plain don't have the time. It isn't because they don't want to and I don't want all women on the school board, but there has to be somebody like Melinda Robinson. I did not vote for her because I voted for Richard Scott. He asked me practically the day he decided to run and I've always liked Richard and Mattie, just great people. So when Melinda asked me I didn't even know her. But believe me, I have respect for that gal. She's

Sibley: so gracious about it all and she's so attractive and she really gets in there and pitches.

Morris: From what I see she's very low key about it.

Sibley: Very low key about it, but she understands what's going on. She's as bright as she can be.

XV BROADENING PERSONAL AND ORGANIZATIONAL CONTACTS

[Interview 7: July 19, 1978]##

1977 City Council Candidates and Issues

Morris: Bill Segesta came to you--

Sibley: Yes, but this is what struck me as funny. He came to me and I had a very good conversation with him. I said, "Bill, I don't think you've got a prayer to run for the city council and make it because you're not well known in this city. You've been here a very short time. I think your qualifications are excellent. I think you have a good mind, I think you care about people, I think you care about the city, but I just don't think you'll make it." "Well," he said, "I'd like to try." I said, "Okay, I'll see that you meet some of the people that can help you."

So I sent him to Ove Wittstock and I sent him to see a couple of other people, I don't remember now who. Then they had a meeting where they were going to have candidates speak and we encouraged him to go down and make his stand. So he asked me if I would go with him. At first I said, "No, I am tired of night meetings." Then he said, "Please, I'd just love to have you go down there."

Morris: This was to the Berkeley Democratic Club?

Sibley: Yes. So I went down with Bill that night and I introduced him to everybody and I said, "This is my friend Bill Segesta. He's running for city council." That's all I said. To my delight, he got up there and made a real good speech and he got the endorsement! So everybody said, "Boy, what power Carol Sibley has." [Laughs] I hadn't done a single thing, excepting that when people asked me about Bill I said, "He's been a good director of New Bridge [Foundation] and that is the only way in which I know him. But I think he would not be a mistake to have on the council." I never

Sibley: went out and campaigned for him. I didn't do anything except introduce him and I was very proud of the presentation he made that night. But that's it.' So it's really funny.

Morris: I think people do make that kind of connection. They always look at who has signed--

Sibley: I won't endorse anybody unless I know them. I will endorse people in different parties if I think the people are good and that's why I say I'm not political. The Democratic Club thinks I'm a nut sometimes because I don't play an active part in it except around election time and then I get in and work for the candidates I believe in. I did not like a piece that was put out in the last election at all. It was done at the last minute and it was attacking the other side in a way that I felt didn't belong in a decent election. It was at the time of the rent control thing and I was on the committee against rent control. I just thought we could have won the election without that and I didn't like that kind of-- I guess the answer is that I'm conservative about some things and one of them is calling people names. I don't think it solves anything.

Morris: While we're on some of the campaign techniques that are too extreme, one thing we didn't talk about when we were talking about the school board recall is whether or not there were any personal attacks or really unpleasant aspects of the way that campaign went. There were rumors that there were things like sugar in the gas tank.

Sibley: About what?

Morris: That people were putting sugar in the opposition's gas tanks.

Sibley: Oh, I never even heard that. I can't comment on it because I don't know about it.

Morris: I thought I would see if you had any impression at all of that kind of thing.

Sibley: I know that I had a little problem there. I think I told you this the other day about someone saying I must be a Communist because I'd been to Russia. That kind of thing. They were cowardly. They just hit below the belt.

Morris: Nowadays in campaigns they talk about dirty tricks that are a planned and organized part of a campaign. Did you have any sense that--?

Sibley: Not in that campaign, I didn't, but during the campaign for rent control they absolutely had a truck that followed around where we put up the signs against rent control and just took all the signs

Sibley: down and wrote an article for the paper saying we took one of their signs down. I had one on my own place, high up. Somebody tore it down in the middle of the night. They had a very plaintive argument in the paper about how one of their signs had been torn down by us and we had to laugh because we had actually seen them just pick up the signs or tear them down in about twenty different places. I guess it didn't hurt, but this "holier than thou" when they were doing it wholesale was sort of difficult to accept.

Morris: The people who were taking down the signs were the people who wanted rent control for Berkeley?

Sibley: Yes. Apparently somebody on "our side" took down a sign because that was in the paper, that we had removed "a sign."

Morris: One against many.

Sibley: There may have been others. You can't control the people who work in your campaign completely. I think you try, but you cannot control it completely.

Morris: A sense of urgency, I would think, might sometimes develop in campaigns.

Local vs. National Volunteer Opportunities

Sibley: Let me see if there was anything else. I was fascinated by the early parts of this book because this part of Ruth's life I didn't know.* I knew her through the [UC] Section Club. I was vice chairman of the Section Club too at one point. [Chuckles] It was my job to do all the calling or get it done. I didn't share Ruth's anathema to that because I did enjoy people and I sort of enjoyed going to see them and I think they enjoyed having us come. But we had to call on about fifty or sixty new people each semester which was a little rough. I kept the chairs because I had a big house and we'd store them in the back and at that time they didn't have the club up at Strawberry.

Morris: Haas Clubhouse?

*Ruth Arnstein Hart, Concern for the Individual, Regional Oral History Office, University of California/Berkeley, 1978.

Sibley: Yes. So they met in people's houses and they needed the chairs and so I had to provide the chairs. Those are the two jobs I did as vice chairman of the Section Club. [Laughs] One other thing, I know Ruth didn't mean it this way and I know you didn't mean it this way, but the idea was that I would leap to a bigger job in order to, I don't know, get ahead or something which has never been the case. I worked in the Y until my term was up and then they came to me and wanted me to do these other things. If the job was there and it was a challenge, I accepted it, but I never accepted it with the idea that I wanted to be a big shot--which I thought that implied.

Morris: I don't think so. I think it was more in the sense you say, that your energy and the sense of challenge was such that--

Sibley: Because I like working at the local level. I have had several opportunities to be nominated (where I might never have gotten elected) to the national board of the Y and the Wellesley board of trustees, had I pressed that I wanted to do it. I didn't because I really preferred working at the local level. Now, those were merely feelers--did I want to do it? Then the nomination committee did not put me up for final vote in either of those cases. I think had I gotten in and pitched for it, I might have done it, but I didn't really feel that way.

Morris: What is there about the local level as opposed to the national?

Sibley: I like to see things happen and I like to know what's going on. I like to find out--what's that ad, "Find a need and fill it." There's a satisfaction; also a lot of frustration about working at the local level. But I think the local level is where we need people that really care about their community.

Morris: Your sense is that at the upper level of organization, some of that--

Sibley: I think the local level can influence them. I think you can write letters--I've always been a letter writer--to councilmen or legislators and things like that. I think you can participate. Again, I don't share Ruth's feeling about conventions. I've gone to a lot of Y conventions and the League of Women Voters' that I thought were extremely constructive. I didn't mind the voices of the people. I always have enjoyed the people I met more than the lecturers from the platform because you shared ideas and talked about what your problems were. I always went to all the board of education conventions because I was the only woman and I was the only one free to go. I thought some of the lecturers were terribly stupid--some of them were not, I don't mean to make that a general statement--but I did feel very definitely that I gained by meeting people who were encountering problems and we could sit and talk them over.

Additional Recollections of California Association of Health and Welfare

Sibley: I can't remember what I've given you about the California Association of Health and Welfare but that was how I met Ruth Chance, which I think is fascinating. I was chairman of the conference at the Claremont Hotel and I was sitting down in the lobby sort of between gasps because there was so much to do, when this cute, little bitty person, Ruth Chance, whom I'd heard of but never met, came up to me and said, "I have never met you and I want to meet you because I just think this is a great conference and I wanted you to know who I am." We started visiting then and we've been the best of friends ever since. She's supported everything I've done--I don't mean supported them financially, but Rosenberg of which she was director did financially support Dream. She still writes me notes about Dream programs "how can you keep it up, they can be so good, and how wonderful it is." Of course, she was also a good friend of the Harts and the Kerrs and of anybody at the top level of anything, Ruth Chance is one of the most able people I've ever known in my life.

Morris: I wondered if that may be a secret of her success with the Rosenberg Foundation. She did continue to keep in touch with things like the Association for Health and Welfare and the Governor's Conference on Youth.

Sibley: I think so. We had excellent people in the Association for Health and Welfare. [Tape interruption: telephone]

Just because I don't think I've said it before, one of the things that was so interesting to me was to try to get a core group of people in most cities in California who understood and worked for having better health and welfare programs in their community and knew what the state of things was in the state as a whole because this experience provided that possibility. I may have gone to twenty cities and the people there would get the group together and then we'd go in and talk over the ideals and so forth of the organization.

It never had as much financial support as it needed and you know how it is with groups like the Y--although I was enthusiastic about the California Association of Health and Welfare, I had a terrible time to get the Y to put any membership money into it because they could see more immediate needs for their budget. What I tried to tell them was that we had to create a total atmosphere and it's worth it to put in our ten dollars or whatever it happened to be. But this was a struggle. We got some money from the state

Sibley: and the rest of it was all from memberships. It was from private as well as public organizations. The year after I was chairman the organization moved south and the president there was a very competent person, but she just didn't see that it was doing as much as she hoped it could do so she sort of let it go and it dissolved. We never needed it more than we need it now. So I'm sorry that happened.

We had excellent people from both private and the volunteer section. Again, this goes back to your volunteers. I never met more competent volunteers than I met through CAHW because they were United Crusade volunteers, they were Planned Parenthood volunteers, they were child welfare volunteers, they were mental health volunteers--they covered the gamut of services--who were playing a role in trying to establish policy and really do a good PR job. We also got out a little booklet about where your welfare dollar goes and tried to find out statistically as well as honestly--statistics can be used any way, but we tried to use them honestly--to show just how much of it at that point we thought was going for AFDC, how much for other things, and where the loopholes were.

Morris: Did you have any staff for the Association of Health and Welfare?

Sibley: Oh, yes. We had an executive director and a secretary, that's all. We had a very good board. This harks back a little bit to United Crusade and that's how I'm sure how I got onto the California Association of Health and Welfare because I had been very active in the Crusade.

United Crusade and Council of Social Planning

Sibley: The way I got active in the Crusade, which I think is interesting, is that I had suffered through the budget sessions of the YWCA and knew how much we needed the money. (This was when things were local and I wish they still were.) So when they came and asked me if I would head up the residential campaign in Berkeley I breathed a great sign and said, "Yes, because somebody's got to do it," and that was it. [Laughs] Well, I enjoyed working with the people that I had with me that year. I did it for two years and we made our quota and then some. Then for the first time we pulled in southwest Berkeley people to work in the campaign, to have a goal like the rest of us, to share.

Sibley: I went down and talked to the ministers of two south Berkeley churches, to the principal at Burbank (who was Bruce Zimmerman at the time), to Ruth Nichols and to a couple of other people. I said, "Who would be the best person who lives in this community who can interpret the Crusade and who will put on a campaign that will make them proud of themselves?" They settled on Faracita Wyatt as the best person. Now, Faracita worked then in the employment office but she later was Jeff Cohelan's office manager in Washington when he went there. She is a sister of Tarea Pittman who was the great strength of the NAACP in the western region. So that started my friendship with Faracita and Tarea. I had known Tarea sort of peripherally. Faracita did a great job and the night that they had their reports come in, they had almost 100 percent participation. They had never been in the Crusade before at all. Our feeling was that if they didn't participate they were sort of cut off from the rest of the community. This was one of the ways that I got to know a lot of very fine black people.

One of the people I also got to know was Dorothy Wong of the Chinese American community, who was an assistant to Faracita. [She] was one of her lieutenants, or whatever we called them in those days.

I did that two years. The next two years I did the whole county and that way I got to know the leaders in Union City, Fremont, Castro Valley, and all the rest of it, because I would go to their communities and meet with their workers and explain what the goals were and why they were necessary. I'll never forget Marion Fitch, who has great leadership and is rather conservative. (I think Ruth Plainfield or Hart would consider her more conservative.) She had a little problem in her family where she needed a visiting nurse very badly and at that time the nurses were supported by the Crusade. She said, "I always thought it was just for poor people and now I know it's for everybody," which I thought was a good point to be able to make at meetings.

Then from that I was on the Alameda County board of directors which I found extremely interesting and from that I went on to UBAC. You did go in progression, that's true, because when you do a good job somewhere the next group sees you and--

Morris: Picks you up.

Sibley: I did not particularly enjoy being on UBAC. I was one of five women among about forty men and all the decisions were made out of the big room on small committees. I served on a couple of those committees and I felt that I was wasting my time. I would rather

Sibley: work at the local level, so I got off of that. [Laughs] They called me back for the fiftieth anniversary celebration and I just loved it. They asked if I would work. I said, "I'll do one thing. What do you want me to do?" Would I run the antique car parade? I thought this is good, an antique gal running an antique car parade! [Laughs] I thought, "I don't know a thing about it." They said, "We'll help you. We'll give you staff." So we did and that was that. That was my last connection with the Crusade. Then because of that I also got on the Council of Social Planning at the county level. That I found interesting because there I learned the differences in needs of these little new outcropping cities and places like Oakland with its varied population and real problems and Berkeley which was a conglomerate. This I think was a good background for the California Association of Health and Welfare.

Morris: Was the Council of Social Planning purely Bay Area or were there similar planning adjuncts to UBAC in other parts of the state?

Sibley: I don't really recall. But there had been a Berkeley council that only approached Berkeley problems and that's when Lucile Marshall was a very good director. But when we got to be the Alameda County one, it was more of a talking over of mutual problems from different angles and seeing how you could solve it. It got to be quite comprehensive and more research-oriented when Wayne McMillan was the director of it (he came from having had a very fine career in teaching social welfare courses at the University of Chicago). He was all for studies and so he initiated that. He thought that the council should do studies of various problems in the community as a background for anything they did. It sort of got bogged down in the studies and not too much happening afterwards. Now, that's my own personal [view]. I found the Council of Social Planning less rewarding for me than the California Association of Health and Welfare as an experience of getting to know people of leadership who could get things done.

Morris: That's what I was wondering. Did the Council of Social Planning in a way kind of fill a need that the California Association of Health and Welfare had done or was there some kind of tension between the two?

Sibley: I can't remember that. I remember more that we felt that CAHW had a broader base than the council. But I think there are roles for both and I think if you have experience in local you owe it to the state to be in there and at least give the information and the experience that you have. But I still would rather work at the local level and then share. That's what we really did at the school board conventions too. Berkeley was on the hot spot as you know. I sat on panel after panel after panel on both these organizations. Because of Berkeley's prominence I was invited to sit on panels. I like to be on panels. I think they're stimulating and informative.

Morris: Did you take some of the Berkeley discussion on racial integration to the California Association of Health and Welfare?

Sibley: Oh, yes.

Morris: How was that received?

Sibley: Actually at the convention I got Jay Manley and his group that produced that wonderful show about black people. I can't remember the name of it now but it was one of the best things that was ever done in the city. I got them to put that on over in San Francisco at one of the big hotels. Then I also got Jerry Gilbert to come over and talk to them about parent participation in running the schools and in understanding city government and so forth. He was just great. He brought some people with him and put on an excellent program on Head Start. I got Marie Fielder to be a discussion leader. So we pulled a lot of Berkeley know-how into the conference in San Francisco that year. They really made a vast impact. I don't mean all of it favorable [chuckles], but their impact on the group got a lot of discussion going.

To go back to when I said we published this little thing about welfare programs, Larry Arnstein (Ruth's cousin), who was a gentleman then around ninety--he was called Mr. Public Health and he's the one who financed that for us.

Morris: The conference?

Sibley: No, the little booklet that we got out. I can remember that I had never met Larry before and two of my very powerful members on the board of the California Association of Health and Welfare helped me persuade him. They were Jane McCaskle who Moscone recently appointed to fill a vacancy on the board of supervisors in San Francisco and who was on the Police Review Commission there. She's a very bright girl. Her son you may have met. Paul McCaskle is very active in Democratic politics here. Florette Pomeroy, who it turns out is the cousin of Wes Pomeroy who was our chief of police here, was at that time the woman who made the United Bay Area Crusade go. There was a president and there was an executive director, but she ran the office; really did. You know how often that [happens], like Ruth Barshay [Berkeley school superintendent's secretary].

Morris: Florette was the administrative assistant?

Sibley: I think she was just called a secretary, but she was the administrative assistant and she knew all the things to do. Then she later became head of the Council on Alcoholism and now is running an independent consultant's business along with Sanford

Sibley: Treguboff and John May. So those were the kind of people I worked with on that and I learned a lot from them.

We got along just fine and when I ran in the recall election--this I think is very, very interesting--Florette volunteered to help. I don't know if you remember but they got out little pieces in the newspaper that said, "We believe Carol Sibley should be retained because." There were about eight groups that did this and most of them self-starters. Florette said, "I want to do one and get all of the California Association of Health and Welfare because we know the kind of work you do."

Morris: Oh, that really makes you feel good.

Sibley: It just was really terrific. I thought that was a very effective piece of publicity, but I didn't devise it; they devised it. Florette was the one who got it started. I haven't seen her for a long time but she's a mighty capable gal. We had top people, but needed somebody who had more time, who could bring them together and pump their brains and work out policies and programs and do this going around the state. We had some real top volunteers in those roles. I was very impressed. We had three or four of the smartest women in Los Angeles that really got in and pitched.

Volunteer Frustrations

Morris: I've got several questions in my head. Let me try and steer us in another direction.

Sibley: You wanted to get back to volunteerism.

Morris: Yes. Do you feel there has been a change in the last ten years in the way volunteers and staff work together or see each other? You're describing a very powerful relationship or respect and mutual encouragement and I wonder if you feel there's been a change in that in recent years?

Sibley: I'm trying to think--in the last ten years. I got off the school board in '71, so that was seven years ago. Since then I don't think I've worked in any group that had much of a staff--

New Berkeley [Corporation] and Appreciation of Excellence are my two special interests and the New Bridge. In most places these were volunteer things, so that I really don't think I've got that kind of information. When we worked on the school board, not only did I feel that the volunteers (I mean the people that were unpaid) like me and the committee people and all the rest of them were

Sibley: essential, I thought there was an excellent relationship going between staff assigned to those committees and the committee members.

So many people have such a funny idea about (1) women and (2) volunteers, and their capabilities. I'll take a group of good women volunteers against anything, if I can lay hands on them. I'll never forget a moment with Dick Foster, who had a reputation for thinking women were not too hot. Somebody asked him how he could work with a woman president of the board of education, so he invited those people (they were here from St. Louis) to have lunch with him and me down at the Durant Hotel. He said, "When you meet her, you'll know." [Chuckles] Ruth Barshay, he had great respect for her opinions. I think that a lot of men have the feeling, "Oh, I don't want to mess with women." Then they find out the strength of the women that are working with them. Certainly in the superintendent's office we had great women working. They were staff.

We had people like Tom Wogaman, Dick Endsley, Milt Loney, all these staff people assigned to committees and the committee that worked with the master plan. There was a real rapport there I would say between the staff and the committee--I don't know that we always got everything done we wanted to get done, but at least they were exposed to each other's ideas and they listened with respect. I think the thing that turns volunteers off more than anything else is they can do all this work and then nothing happens when it reaches a voting point.

Now, that's what I began to think last night. We had a League of Women Voters' committee that had worked for nine months on a report on tenant-landlord relationships. It looked as if it was going right down the drain. The council finally voted in favor of it, which I just couldn't believe. There were twenty speakers on the other side and two on our side. I didn't speak because I thought Sally [Severance], the chairman, had said it all. I don't believe in repeating what people have said just in order to get up and make a speech. It doesn't seem to me that's the smart thing to do in government. I think the frustrations of many people like master plan people and other people who really work, who really give it their best thinking, and then don't see the things happen that they've recommended, can lead to not wanting to do a volunteer job and put in all that time again. Whereas if you're successful, it's another matter.

I think this is what we've got to do. If we appoint a commission and I mean in the city or the schools or anywhere else, we have got to make a clear job description and goal of what they're going to do. Then we've got to give them adequate staff to work

Sibley: with them so that there's a real communication back and forth. Then we have got to listen very carefully. They cannot dictate to us but they certainly should be used as strong advisers.

Morris: The staff people?

Sibley: No, I mean the whole Master Plan Committee, for instance. I feel we let them down. I'll tell you that later.

XVI SCHOOL MASTER PLAN COMMITTEE, 1965-1967; OTHER INTERESTS
AS A BOARD MEMBER

Citizen Leadership

Morris: This might be the time to talk about the Master Plan Committee, because it was appointed in 1965 and comes right after the recall.*

Sibley: The reason it came right then was because it was Neil Sullivan's idea.

Morris: That was what I wanted to start with, where the idea had generated.

Sibley: Neil was a great one for a master plan. He and Martha lived right across the street from Marc Monheimer and Geri. When Neil had the idea, he and I talked at some length (and the rest of the board did too) about who would be the best chairman for that committee. I think it was Neil who suggested Marc but I concurred and said that I would go and talk to him because it was my job as the board chairman, not Neil's job as superintendent, to get the volunteer person.

Morris: Did you find that you had different responsibilities or pressures on you when you were president of the school board?

Sibley: I had to take more of a leadership role and do some more things-- By the way, about another thing in Ruth Hart's memoir. Ruth said I twisted people's arms and got them to do things. You do have to do that if you're president; that's your job. You are responsible for seeing that the leadership is recruited and that the leadership understands what it's doing. That's my idea of what a president is

*See Report of the Berkeley School Master Plan Committee to the Board of Education, Berkeley, October, 1967, 2 vols.

Sibley: or head of any organization, especially a volunteer organization. I think a chief-of-staff in a profession would have that same responsibility. But I think in a volunteer organization it's very important. One, that the volunteer is carefully recruited and two, that they thoroughly understand the job and the limitations. They cannot make up a board's mind for them. They can be in an advisory capacity and give them the very best possible advice. Then if they don't take it, it's their privilege to stand up and say, "I won't serve on another one of your committees if you aren't going to pay more attention to what thirty or sixty people have really hammered out."

Morris: I think that was said admiringly because I think this is one of the important points--

Sibley: Oh, I didn't mean that defensively. I just was explaining that I think this is what she meant. I think a leader, and I guess I have to say I have been a leader. [Laughs]

Morris: Be brave and say it!

Sibley: All right, I'll say it. But I like being a leader because I can make things move. I don't like to sit on the sidelines and wait for somebody else to hem and haw and hem and haw and then say, well, who's going to do it? I like to get in and say, "All right, let's do it. Now, how about you doing this and you doing this."

It usually works; not always, but usually. I'm a coward about asking people. I've spent hours of thinking what will I say to them? How can I make it clear to them? How can I make it important enough so they'll want to do it instead of something else? Then I go with a well-prepared approach or whatever you want to call it.

Morris: How often are you turned down?

Sibley: Not very often.

Morris: So it was Neil Sullivan's idea that there be a Master Plan Committee.

Sibley: He told the board that he thought that it was terribly important. It was part of his understanding of involving the community. He was a great involver of the community. Of all the three superintendents under whom I've worked, Neil's greatest, strongest point was to involve the community, let them share, let them have responsibility, bring them along with you. This was why we got integration across I think. Herb, as I say, was responsive to challenges. He was good at getting the right people, I think, to work on the whole Hadsell Report and so forth. Now he didn't get

Sibley: all the people, but I mean the staff people at that point. Dick Foster was an innovator and in many ways he was one of the most interesting men to work with that I know anything about, but he also irritated people because he expected them to rise to his challenge without giving them all the support they thought he was going to give them.

Morris: Did the board have any objections to or questions about the idea of a master plan?

Sibley: No, we all went along with it. We thought it was a great idea. We thought it should be big enough. If you read the introduction which I wrote, because that was one of the jobs that they gave me to do, I think that's an honest statement about how we all felt about the Master Plan Committee at that time.

I always felt that we let the Master Plan Committee down by not taking it more seriously because we got off on other things that took our time and our energy and our thinking. So we didn't follow through, it seems to me, as thoroughly as we should have on some of the excellent suggestions in there. That's my opinion, looking back. Then we did have--

Morris: A re-study five years later.

Sibley: --And said we've really got to know where we've come and where we've failed and what we still need to do.*

Morris: The re-study was being pushed, as I understand it, by people like Ann Deirup and others who felt that things really hadn't happened that should have.

Sibley: Not just by Ann Deirup, but by a lot of people. Ann is always more vocal.

Morris: She's a strong-minded person.

Sibley: Yes, and she has one idea and she goes right to it. Now, Mary Grace Barron was another one that pushed for it because she was an excellent chairman of the vocational education section. I think Marc was very eager to have us re-study and see what we've left out and what we haven't done. There was a change of superintendents in there too and so we needed to say, "Are these still the things we think the school system should look at more thoroughly?" I don't have much recollection, Gaby, I hate to say this, of what the

*See Report of the Reconstituted School Master Plan Committee, October, 1972.

Sibley: re-study did. I just don't remember it too well, excepting I know we said, "What are the things that still are important and what should we do about them?"

Morris: They were very amorphous.

Sibley: That was my feeling! By then we were into all the experimental education--

Morris: Yes, and we were into the beginnings of financial questions.

Sibley: I think it really got shunted aside more than it should have and I think we all bear some responsibility for that. I don't think it was just the superintendent. I don't think the board pushed hard at it because we had so many things that we were having to give our attention to.

Along in here, we also did a study of needs of women in education, and we were being pressured by black groups. We were being pressured by the women's groups. We were being pressured by the Chicano groups. We were being pressured in a much more delicate way, but very intelligently by the Oriental groups. Somehow or other we never had time to get everything done and I think the master plan was one of the fatalities. However, I do think the original master plan did a tremendous amount of citizen education because look at the number of people that served on it.

Morris: That was the largest committee that had been around for some time.

Sibley: Yes, and it was a good committee. Oh, how we worked to make it a fair committee. We really worked hard to be sure all parts of town, all opinions--conservative and liberal and the ones whose children were bright and the ones whose children were having problems. We tried very hard to make it a balanced committee--not just balanced, I mean representative. We asked for nominations from every group in town, I guess.

Morris: How many nominations did you get? Do you have any recollection?

Sibley: We got a lot. I don't remember how many. But from them we then carefully went over and picked the people we thought would be able to work together and would be able to address the subject because they had the capacity to do it. I really feel that that Master Plan Committee, regardless of the results, was a very good device. We didn't do it for that purpose. At least I didn't do it for that purpose. I don't know what the other board members thought. I think it was an excellent device for recruiting citizens' interest in an intelligent way.

Integration, Gifted Children, Staff Input

Morris: It's a curious thing reading through it. The study was being done and the reports were being written at the same time the city was getting ready to integrate the elementary schools and there's very little reference to race in the master plan report itself.

Sibley: However, almost everybody who worked on it was in favor of integration at that level. I think the master plan--this is all getting sort of fuzzy in my mind--but the master plan and the Hadsell Report both were highly critical of all the different gradations within the classroom and came out very strongly--

Morris: For heterogeneous classrooms.

Sibley: That's what we got for a while. What they have now I don't know. I keep hearing that it's a little different story.

I think the Master Plan Committee got a lot of good discussion going in the community about that. I'm not sure our conclusions were right. I'm still not sure whether it's better to have completely heterogeneous groupings for an educational purpose. I think there has to be some of it, but I'm not sure--well, of course, there isn't because if you're taking third year Latin, you don't have kids in it who never took first year Latin. For the most part, that would probably be your black kids or your Japanese kids, not necessarily but probably. Or if you took third year math if there is such a thing you naturally have homogenous classes. At least they've all had the same background and they've had to use these steps to get there.

But the board tried very hard to have the other kind of classes as representative as possible of the cross section of the students within the school. I think that probably is the best way, but I still have a few little wonderments in my mind about the challenge to teachers and the use of the best student's time. That problem, I think, they try to counter by the extra courses that are offered to them with a more challenging teacher and more challenging classmates and subject matter--which I think we tried to provide through the BAG or whatever you call it.

Morris: First, it was the Berkeley Association for the Gifted.

Sibley: Then it became another name, Berkeleyans for Academic Excellence. Anyhow, I think that's terribly important too. I think it's really the kids in the middle that sort of get lost, that don't make trouble and don't seem to have any great problems. There are always going to be the bright children's parents fighting for their rights.

Sibley: There are always going to be the people that care a great deal about the lower achievers having a chance. There always should be those two. But the people in the middle somehow, you wonder.

Morris: They sort of plug along. You spoke about the committee being a good way to involve parents and citizens in understanding education. What about staff? How important did staff think the committee was?

Sibley: Let me see the report. I've been on so many committees I can't remember who was on staff. I know we worked very hard to get the best--it was a tremendous committee.

Morris: It was 125 people or something altogether.

Sibley: You see we had LaVerda Allen, who later was turned down for school superintendent; Judy Balderston; Bob Baldwin; Helen Barber; Mary Grace Barron; Andrew Billingsley, who was a very bright black man and teaching at the university; Norm Brangwin, a conservative businessman; another man, Elio Costello, who ran a corner grocery store--

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Morris: Dick Cleland was director of pupil attendance services.

Sibley: Yes, but he was a great deal more than that. He got into the reasons kids didn't come to school. He got to know the families. He cared about human beings. He worked with Mattie Scott on all kinds of problems that children face and did a beautiful job. The first time I heard him talk about it was at the Council of Social Planning.

Morris: Right. I can remember him saying once at a Master Plan Committee meeting that he was surprised at how intelligent, understanding, and able to comprehend educational policy the volunteers on the committee were.

Sibley: He had great respect for them. Dick is a great loss because he has lost his hearing, much worse than I have, and he says he cannot go to meetings any more because he just doesn't hear people. It's the way I'm beginning to feel. I'm beginning to feel that I'm much more valuable as a consultant face-to-face with people who have problems and would like to talk them over with me or about the history or the development of local concerns rather than go to meetings and just strain to hear what's being said and then half the time missing it. I've got a hearing aid but I lost it just before I went on that trip and it costs \$350 so I can't get another one right away.

Sibley: But one of the things here you'll note if you look at the personnel of the master plan group, I could at the top make an index and say conservative, liberal, black, white, Oriental, vocational orientation. It had everything and this is what we tried to do. We wanted it to be a cross section of the community looking at what they think is important in education. If you look at all these people, you've got Barney Johnson and Mary Jane Johnson and Maggie Johnson. You've got Mrs. Walter Knight. She was head of the Berkeley Association for the Gifted. You've got Walter Kolasa, Jr., who ran a printing company; Mrs. Eugene LeSartemay, who was a prominent black woman at that time; Samantha Lee, who is now the assistant principal at the high school; Dick Lindheim and his wife; Milt Loney; Carl Mack; Jay Manley. Sam Markowitz came into the whole picture because he got working on this and decided he would like to run for the board of education. Marc later ran for the board of education.

Morris: I was wondering if you had a sense in watching him chair the committee if he was thinking in terms of running?

Sibley: Yes, I thought he'd be good. I didn't always agree with him later on. You had people like Bill Rhodes, who was the principal at Lincoln and who at this time was the transportation expert for the district; Bob Ridell, who is a very prominent churchman in our church and who is very critical of the educational system; both John and Annaliese Roda; Mrs. Mark Rosenzweig from the League of Women Voters; George Rumsey who was the leader of PANS; and Stanley Colberson who was one of Berkeley Citizens United people. Now, they were all asked to serve in good faith so that their point of view would be represented.

Morris: They accepted that?

Sibley: Yes.

Morris: Did any of the school staff express any reluctance to putting in what was probably going to be a large amount of time?

Sibley: No, I don't think so. Margaret Watson really got interested, I think, through the master plan.

Morris: She was already interested in public finance.

Sibley: Yes, that's true, but I think this is what made her interested in running for the school board. It's a good list of people. Another thing was that it got them to understand each other, which I think was terribly important as a lubricant on the way to integration. In most instances a staff person as assigned as vice chairman to a volunteer chairman. Geri Monheimer asked to be the administrative assistant to the committee because she didn't want to have Marc so

Sibley: busy without her about things she was so interested in, too, and she did a lot of the putting together and calling of meetings and talking to people and did a very fine job. Of course, Ruth Wasley was an absolute gem. She was one of the best people I've ever known. I don't know if that answered what we started to talk about. [Laughs]

Morris: I was interested in what the staff's perception of all this was, whether it was an unnecessary burden or--

Sibley: Oh, no, I think they were really eager to be in on it. It seemed to me they were. We had no expression of reluctance and as I talked to the volunteers they seemed to feel that the staff person assigned to their committee was a good liaison to the total professional staff.

Vocational Education

Morris: From the board's point of view, did you pay much attention to the committee until the report was involved?

Sibley: They had several public hearings. I don't know if all the board members went. I went to all their public hearings. We asked for interim reports. I was particularly caught up in Mary Grace Barron's because at that time I was interested in what Bob Rajander was trying to do in the schools and he felt so fortified by her and so helped, and yet really very little happened in vocational education.

Morris: That's interesting. Why?

Sibley: I don't know. Project REAL is, I think, one of the most imaginative vocational programs there is and that's Bob's baby. I don't know what's happened to that. I've deliberately tried not to get too involved in the last seven years and that's a long time. Bob was always reaching for vocational fund money and he was always trying to get people interested in supporting programs. He developed the program working with Alta Bates. He developed programs all around town.

Morris: There have been feelings that Mr. Rajander was not particularly interested in other people or community people coming in with ideas.

Sibley: Bob's a very to-himself kind of guy, I guess. I was a member of the Industrial Education Committee statewide for a while, of northern California. I went to their conventions. One of the

Sibley: things that I learned, I thought, was that you shouldn't be prepared for a particular vocation. You should be prepared in skills that would be applicable to most vocations and then trained when you got into the job in the specifics. I think that that was really the tenor of the times thinking, but not necessarily the tenor of the local staff. They wanted to train an automobile repair man or a waitress or a nutrition planner or something like that and yet I think they knew the other was the answer, but this they thought was their job. I don't know how to describe it other than that.

Morris: I think that's a good way to describe it. Some of the committee people were interested in getting a broader view of what the range of occupations were going to be because one of the theses of the Master Plan Committee was that the world in twenty-five years was going to be so different.

Sibley: Look at the computer science program. Most of them are trained on the job. They have to have aptitudes and they have to have attitudes toward their jobs. They have to have training in responsibility, training in thinking; this is why I think an academic education is important. You've got to learn to think, you've got to know where to go for your resources, you've got to know how to study things with an objective point of view. These things you can learn in other classrooms besides the vocational. Then you can do the specifics and find out whether you have tactile skills or whatever other skills you are interested in.

I learned a lot when I built this house because I found so satisfying the kind of work of the men who did the building. They could do something that they could see develop under their hands. I could see their dedication to what they were doing and to doing a good job, and I think this is part of what vocational education should be. I saw it demonstrated here in a way that was very, very moving to me. I felt so strongly that I never again could say being a member of the professions is better than being a construction artist or anything like that. I don't feel that way any more. I think I had been sort of raised to think the other because our family had always been professional--doctors, ministers, teachers, all the way down. Both my husbands' families were that way. So I think without knowing it I was a snob about the importance of the blue collar professions. I don't feel that way any more. I've learned. After seventy you can still learn! [Chuckles]

Tax Elections, Expenses, Office Space

Morris: Would you say that the majority of your time on the school board in those years was spent on things related to integration or on the broader question of improved educational programs in general and finance?

Sibley: I think that depended on what time of year it was, for one thing. For instance, I worked very closely with the school tax committee of which Bob Nisbet was our chairman. I went to every single meeting and I had to carry out a lot of the things that happened. That took a tremendous amount of time because it meant getting into the community and talking to people. It meant sitting on the publicity committee and seeing that the story was being told well. At the time of the integration of the schools, I visited all the schools and was very much interested in that. I went to the meetings of the Berkeley Association for the Gifted. I was very much interested in mentally retarded and emotionally disturbed children. I think there were years there I put in something like seventy hours a week on things that had to do with the board of education. All of it [was] fascinating. I'm not complaining. I do things that way. If I'm interested I really want to get to the heart of what it is.

Morris: Did you ever have a secretary or administrative assistant?

Sibley: No. The pay we got in those days--we got five dollars a meeting if we attended the regular two meetings. If we put in eighty hours a week and missed one meeting, instead of getting ten dollars that month we got five dollars. It didn't make any difference how much work you'd done. I didn't mind because fortunately I was able to get myself around and eat the meals and pay for them, but I think it would be very difficult for anybody who had small children and needed babysitters and that sort of thing. The increase in school board pay got more support from the community than the increase in the council members' pay but neither of them got it when it first came up. I think partly that was because they really saw the school board people working in the community more--maybe--and because they had more of the committees we've been talking about.

Morris: When you were getting five dollars a meeting I think the city council members were getting twenty-five.

Sibley: They were getting more. There wasn't any sense of rivalry though over "those guys get more than we guys do," that sort of thing. I just felt that if we were going to attract young people or men who had to give up other things that they needed some more compensation, to take care of their legitimate expenses. I'm glad they have it.

Sibley: I don't regret it a bit. I didn't feel at all that I needed it or wanted it at that point. I don't mean that I was affluent, but it wasn't hurting me. I resented the implication that only the regular meetings were what you got paid for. Maybe the number of hours you put in was really more important. Then I would have gotten paid more than anybody use and I didn't want that. I just felt that it was a very difficult thing to say--"You've missed this meeting and therefore you don't get paid even though you worked that week forty hours" which seemed to me sort of stupid.

Also, I tried to get an office set aside so the president could go down there and occasionally have a secretary. This didn't happen, but I worked very easily with the communications office when they set that up. I never had any trouble getting anything duplicated or dictated but I didn't have anybody who was mine especially. I just went in and said to the head of the office staff that I had some things that needed to be done and could she assign somebody to do it and when could she do it. I never got turned down and that was a very good thing. Dick [Foster] brought that in, that whole communications office. Things worked well with that kind of an assignment. Originally Room 9 there [in school district headquarters at 1414 Walnut St.] was supposed to be a room where people like the board could go and work. Then pretty soon it was used for every other kind of meeting going. So although it was called the board room it never was!

Morris: This is the room next to the superintendent's office?

Sibley: Right on the left-hand side of the superintendent's entry hall. I don't really think if you can do the kind of thing they let me do and if you have a relationship with a person like Ruth Barshay that I had, that I needed anything else, even the years I was president. But I don't type and I had to have somebody who could understand my longhand or my dictation and I got it when I needed it.

I also thought it would be good at one time--do you know where the little mail room is as you come in the central door? I thought maybe that room should be set aside for certain office hours for different school board members so that people could come and talk to them, like they have now at city hall. But that didn't go across either.

Advice and Counsel, Black Friendships

Morris: I was also thinking of the other thing that has happened with the city council. I think first they had volunteers who did some of the leg work for them.

Sibley: Yes, now they have paid aides.

Morris: I wondered if you had any group of people that you could ask to go to something as your representative?

Sibley: No, I didn't, because I went myself usually. The people that did things with me during that long period of time were people like Annaliene, who was always helpful. I worked a lot with Judy Balderston on her math program. But it was more that I was interested in what they were doing. I didn't use them the way Melinda Robinson uses her aide. I think hers is a more intelligent way than the way I used them. I just didn't do it that way. Annaliene was always willing to get up meetings and telephone people and that helped a great deal. Of course, she was very gung-ho over the whole integration program and she was in there pitching, no doubt about that. She had time then; she didn't have to work because that was before she and John got divorced. But I never used her it seems to me in the way that Louise Stoll and Melinda use their aides. I don't know about Mary Jane. But I listened to them. If you mean did I listen to what they came to me with, yes. But I didn't delegate to them.

Morris: I was wondering if there was a group of people that you'd sit down with once a month, say, to sound out your ideas.

Sibley: Bernice May did this very, very well.* She used to get a group of people (Democrats usually) including representatives from the school board together at her house three or four times a year to talk over local problems. Of course, Bernice and I and the one who had the Alta California Bookstore [John Swingle] were the two-by-two committee; the school board people were Sam Markowitz and I. I don't think we accomplished much.

Morris: Dick Cleland I remember was very strong on that in the sixties, that there ought to be any number of ways that the city and the school district could work more closely.

*See Bernice Hubbard May, A Native Daughter's Leadership in Public Affairs, Regional Oral History Office, University of California, Berkeley, 1976.

Sibley: There were. There were many other joint problems but we never did them--the main things we discussed were property exchanges, recreation programs, and after-school recreation--trying both sides to get the other side to do it! [Chuckles] I can remember very well when we built the swimming structure down at King and when we set up the Willard Parent Nursery, these were the things that we talked over with them on the use of facilities and the exchange of facilities, but very little else.

Morris: Did you sit on some of Bernice May's sessions?

Sibley: Yes.

Morris: Did you feel that the city council people were better at consulting?

Sibley: I think it was more Bernice exploring things with the prominent women in the community. It was mostly women and I think it was sort of a sounding board for her more than anything else. It was not that the rest of us were not allowed to participate; we were. It was more of a "we're all in this city together, now let's see how we can sort of understand each other's problems" kind of thing. At the time of elections, it was a strong group supporting candidates too. Bernice was a very astute politician. She was far better at this than I ever thought of being.

Morris: She described this kind of a procedure during elections, that there was a kind of a strategy group of like-minded candidates that met once a week.

Sibley: We had strategy groups that met quite frequently too on the bond issues and on the tax issues. Of course, you always had a team working hard to get people elected and anybody on the board had to participate on that if they cared. But I got to know so many people that I wouldn't have known any other way because of that. One of the men from the painter's union (Riley his name was) was one of my committee members during the tax election. Carl Mack was always a staunch supporter. I feel badly that he's not so active any more--well, his kids are out of school now. I guess that's one reason. You don't do so much when your kids are out of school. Then he's awfully busy in his job. His wife, Valerie, was really great on anything like this. I feel as Ruth [Hart] did: I got to know originally most of my black women friends through the Y. But I got to know them even better by far through my whole period of time on the board of education because we deliberately sought out people who could help interpret the schools to the black community and they served in positions of responsibility.

I don't think they're the ones that have the influence any more. I think they feel as badly as I do that things have become so black-white. They were the kind of people that said, "Let's work

Sibley: together." They did work together and did a beautiful job. I have great respect [for them]. When black women work for an organization, believe me, they put in the time and the thought. If you want any money raising done, they're the best money raisers I've ever known because it gives them an outlet they haven't had before and they are so good. Most of them are church women and they've learned to work through their churches, particularly McGee Avenue Baptist and Downs Memorial, and the South Berkeley Community.

Those three churches are where the leading black citizens of the era I know best come from, and still are there. But I think they feel as badly as I do that Martin Luther King, Jr., himself is no longer the great hero of the younger generation of black people. Of course, you know that in our schools we raised people like Huey Newton and I think that it was good that they came into positions of leadership. I don't think they always used it well, but Huey and Bobby Seale were both Berkeley boys.

Morris: Were they? I didn't realize that.

Sibley: Well, I'm not sure that Huey was. I think he was. Bobby Seale I know was.

Morris: He was in Berkeley High and you were aware of him as a student?

Sibley: I wasn't aware of him then. It wasn't until later that I became aware of him, but he was a Berkeley High graduate. Of course Elijah Bangs--did he get the appointment for the school board vacancy?

Morris: I can't tell you. [David Partridge, caucasian chairman of a citizens' fiscal review committee, was appointed.]

Sibley: I don't know because I was gone and I had ceased taking the Gazette for the six weeks I was gone, so I don't know.

I read the Gazette every night because I feel I've got to keep in touch with what's going on and see what I agree with. I agree a lot more than I used to with the Gazette because it used to be "bend over backwards conservative." Of course, as you know from reading the scrapbook, it "hated my guts" for quite a long time. [Chuckles]

Morris: Do you feel that it has been an influence in public opinion in Berkeley?

Sibley: Oh, yes, I think so. I think it's been an influence in two ways. I think it's instigated a lot of people to oppose it for one thing. I think also mostly the people in the hills and the old line

Sibley: Berkeleyans read it and get a lot of their ideas from it, many of them erroneous. But we always had good Gazette reporters for the school board meetings, awfully good--Bill Haigwood, Florence Douthit. The trouble was that when they came to the school board meetings they became supportive of us and then they'd get reassigned.

Morris: Florence Douthit later worked for the schools.

Sibley: She worked with the experimental schools office. She's a very caring person and very much in favor of the advancement of black people. She herself is white. She was working for the Gazette and was fired, I think, and then she got the job in the school office. But Florence and Bill are the two I remember most, although Bob Kroll, who's now back on the Gazette also, used to come to a lot of school board meetings, and I think that on the whole Norman Colby does very good reporting. I have to read the Gazette for what those people are saying and I also read Grassroots until I got so mad at it I couldn't read it anymore. I got more angry about it than I did at the Gazette because it just made very false statements that I knew were false and didn't try to correct them. I told them so, so this is not a secret!

School Finances

Morris: You mentioned the tax committee a couple of times. What was the school finance picture in the mid-sixties?

Sibley: It was pretty good. The school board appointed a committee to look into what the tax needs were, that kind of thing, sort of along with the master plan. For instance, we needed the libraries. We wanted a library in every elementary school. We wanted to have those resource labs. We wanted to have smaller class size. We wanted to have more teacher time for preparation and correction of papers. We wanted teachers not to have to be on the playground during their lunch period. We thought that they needed that time away from the kids for a little while.

Morris: Were these Neil Sullivan's ideas or were they coming directly from the school site staff?

Sibley: I think we all got together on these things. We plotted the things that we really thought were important to go for and then the committee studied all these things and came up with recommendations of how much it would cost to implement everything we thought was good. Sparky was chairman of that committee and he made the report at a meeting at one of the schools and they said that they thought

Sibley: we needed a three dollar increase but that we'd never get it. So they recommended a dollar and a half. We had a great argument on this subject. I voted for the whole three dollars because I thought we were on a rising surge of popularity in the community, of understanding what the schools were about, of thinking how important all these things I've mentioned were. But I was voted down and they may have been right. Then I worked with the committee to win the tax increase election. This followed our integration accomplishment.

Morris: Yes, it was 1966. It was right in the middle of it all.

Sibley: It was a new high as far as understanding the schools, caring about the schools, and everything else. We passed it with flying colors and I always wondered if we could have done it with the whole three dollars. As it was we had a higher tax to support our schools than any city anywhere around. This was before the experimental schools came into existence.

I would say that after we passed that we also gave a good substantial raise that year to the teachers and to the classified staff. There was a very warm feeling there between the teachers and the board and the administration--I thought. Whether it was really there or it was just my own optimistic nature, I don't know. But I liked the teachers I worked with, I liked the administrators I worked with, and I really felt we worked as a team. I was horrified when I found out that the California Teachers Association said the local teachers association had no right to be so friendly with their board of education members.

I think when Neil came in and again when Dick came in, that there was a willingness on the part of the teachers to embrace them and help them but I think it sort of dwindled at the end of a couple of years with both of them just because of the built-in antagonism between teachers and administrators that I fear is fostered by the organizations.

Experimental Education and Personal Values

Morris: There's also a theory called the Hawthorne Effect that you've probably come across, that something new to talk about and think about perks everybody up. Does that apply to superintendents, do you think?

Sibley: I think so. I think it's like they say: The first hundred days they are on a honeymoon. Of course, Dick was considered a teacher's superintendent. This was the tone of recommendations that we got

Sibley: for him. The teachers at the schools were for the most part crazy about him. A lot of parents weren't. He was interested in innovative education and giving people a chance to try new ways and find a better way. He said he thought teaching history was mostly a matter of remembering the dates of wars and that he felt it could be made a much more inspiring and understandable subject and more popular if people really went into it. I went and took the course that the Amherst history group put on here. They got thirty-five students from Berkeley High School and a few teachers and then they asked if anybody on the board would like to take the course to learn their new method of teaching history, which was using direct sources. I thought it was absolutely fascinating. They sent a team out from Amherst to use Berkeley as an experimental ground. It was a fascinating experience for me how interesting the whole thing was. We went every day for the whole Easter vacation.

Morris: They're using it to certain extent at Berkeley High now.

Sibley: Mrs. Curtice (Emery Curtice's wife) taught history at King at that time and she was very much interested in it and I talked to her about it quite a bit. Going to the first sources is certainly a far more interesting thing than going to a sort of worked-over summary. I remember thinking at the time that it really would apply to people looking back on the period of the integration of the schools because back in those days there was just as [much] one-sided reporting. If you read the Gazette you'd think what heels we all were and if you read Jim Benet in the Chronicle, and some other people you would have thought how great we all were. So if you read both you've somehow got to have an objective approach to how you do measure issues.

The thing we studied was the Missouri Compromise and, of course, that was very controversial in the United States. But reading the first sources you realize again how difficult it is for people in authority to read the public mind with any degree of accuracy and not to be influenced by the tremendous push of one group of people. It relates to the idea that you will listen to people but you reserve the right to use your judgment and that's what you should be elected for, that is not to be pushed into a decision by noise or numbers or anything else. You should be elected to a job because you have the kind of mind that can listen, sort out, and then come to a decision that hopefully is going to be the best.

Politics in schools, as with anything else, has to be a compromise. What you want to do is be sure you don't compromise principles too much.

Morris: When you decided on the school tax increase, did you think that was going to provide enough money to do the things that you wanted to do for integration as well as the other things?

Sibley: I think we thought it was a big step forward. I don't think anybody ever thinks they have enough money to do all the things they want to do. But we were able to reduce class size, we did put a trained librarian in every elementary school, we did put in the resource centers for a while. We also did give the teachers the time off. We did give them a raise. They hadn't had very much of an increase for some time. So I think we really lived up to our campaign promises in the tax campaign.

Then came the experimental schools and that's when everything got so complicated financially. [Tape interruption: door bell rings]

A Note on Robert Sibley and Professional Lecturing

Sibley: One excellent experience for me was going with my husband Bob on tours all through the north and the south. We went to every city, one year in the south and the next year in the north, trying to explain the university to alumni. His job, as he saw it, was to make the university live for people and have them feel it as a contemporary, moving strong force in their lives, not just be loyal because of football games. That's why he was hired and that's why he was very, very successful. He also started the East Bay Regional Parks and who could have done a nicer thing than that? He was the man who went down and said, when it came out in the paper that the East Bay MUD [Municipal Utility District] was going to give up the land up there, "For crying out loud, let's get it right now and start building something." He worked eight years as chairman of that committee to try and get it established. He was always creative. He had the vision of the waterfront--I wish he could drop down from heaven because I'm sure he's up there and see what has happened on the waterfront in Berkeley because it's so nice compared to what it might have been. Have you been down lately?

I go down quite often for lunch and I love to walk along and see the places where the kids are fishing and the pier and all the little sailboats and the bicycle paths. Those are three very nice restaurants down there. That was just a wasteland. Now, they didn't carry out a lot of Bob's ideas, but he was the one who got them started on it. He was chairman of the city committee on that.

They even asked him to run for mayor and I told him, "Please, don't!" "They" being the group who was then sort of picking people and it was Republicans at that time. So Bob said, no, he didn't even want to be considered, because I said, "Look, you don't know how many evenings, how much time it's going to take and you've just gotten to where you can do your own fun things. So then they asked Claude Hutchinson who was much more conservative than Bob. [Laughs]

Morris: I turned the tape back on when we got to the regional park district because I think that's important. What you're saying sounds like what he said when they wanted you to run for the school board for the first time. I don't know if we've put this on tape. Is political life hard on one's personal life?

Sibley: Of course, it is. [It's] terribly hard on one's personal life. You have to decide then what your values are. I didn't think really that Bob at his age would be able to cope. I don't know what his thinking was except he wanted me around evenings. [Laughs] He didn't care what I did in the day time and often if I had been asked to give a speech and maybe had a bad cold, he'd go and give the speech for me, on a different subject, but he filled the gap. I did the same for him. When we came back from our first trip around the world, he got me to speak to Rotary Club on the trip. He said, "You cannot have one minute over half an hour and you've got to cover the whole world." I said, "I can't do it." He said, "Yes, you can! You can do it." [Laughs] I did it and I was very flattered because they asked me back three different times to speak to Rotary Club. They're very fussy about time.

Morris: Men's groups in general seem to have had some difficulty in inviting women speakers.

Sibley: They were awfully nice to me. I'll never forget one day I was going down to talk to the Lions Club about school bonds or the United Crusade or something, I don't remember. I thought, here is an eager beaver going down to talk to the reluctant Lions. [Laughter]

The other thing, Gaby, just to put into your general thinking here, did I ever give you that brochure that was used when I did so many speeches on Russia and Africa?

Morris: No.

Sibley: It's a rather nice one. I eventually had a professional agent on that and I earned my trip to Africa by my talks on Russia. I never said I was anything but a tourist who had been there three weeks, but I did a terrific amount of reading and follow-through on it. I found that a very interesting thing to do and I had pictures. But I would rather talk without the pictures because I could say more. That I did for four years. I did ninety talks on Russia and I don't know how many on South Africa and some others. I did one on fabulous islands of the world that was rather fun. But I talked to groups like women's clubs and literary clubs. I talked to the chamber of commerce in Concord. I'll never forget that one because my son came and I think it's awful to have a member of your family in the audience.

Morris: It makes you very self-conscious.

Sibley: I tried not to think he was there and afterwards he came up and threw his arms around me and he said, "Gee, Mom, that was absolutely great. Now go home and take out half your pictures because there were too many!"

Morris: You said you used a professional agent. This was somebody to make the bookings for you?

Sibley: Yes. I did a lot on the side too. I did loads for nothing. It was Georgia Harkness at Pacific School of Religion who heard me give a talk to the Council of Churches on Russia when I first came back. Afterwards, she came up and she said, "This should be much more broadly heard. You really need a professional agent. I will recommend one." So she recommended somebody who interviewed me and took me on. Now, she only got me about ten engagements. The others I got mostly [by] people just saying, "Get Carol to do it." I finally put a price on it because I was just being run ragged. It was a lot of work to do for \$25 and going around to different cities. Then for some little group I'd say, "Pay ten dollars," just because I knew they didn't have any money and they could add 25¢ onto the tickets for their luncheon or take up a collection. But I found I had to do that to protect myself, because I was then professional and one has to sort of separate what one does professionally and what one does gratis. I really discovered that the people who paid me treated me much better than the people who just asked me to come and do it for nothing. They wrote me thank you letters and they sent me letters of appreciation, but some of the others I never heard from again.

[Interview 8: July 27, 1978]##

Master Plan Committee Recommendations

Sibley: Ruth Wasley was the secretary to Tom Wogaman and the secretary to that committee and I don't know anybody who did more. I happened to see her in church Sunday which is what reminded me of it. She's moved to Carmel or Pacific Grove. She really was a super, super holder-togetherer of that committee.

Morris: She did more than just clerical-secretarial help?

Sibley: In a very subtle way, yes. She lived and breathed it. It wasn't just a secretarial job to her. She cared about what was said; she cared about what was done. She was always available and she did

Sibley: a perfectly beautiful job. She's the one who also typed my book because I knew the kind of work she did.

Morris: We were talking about the size of the committee. I wondered if there was any thought afterwards that a committee that size was a good idea or a smaller committee might have worked more--

Sibley: Of course, it was divided into about five or six sections, I forget how many, so that they weren't really as big as that sounds and some people did drop as noted in the report. But I think that it was a tremendous subject and in order to get real give and take from all over town and from all kinds of thinking, which is what we were aiming for, I don't see how we could have appointed a smaller committee.

Morris: Some of the Master Plan Committee recommendations came up in several of the subcommittees: things like individual evaluation and placement of students in heterogeneous groupings that would speak to the tracking, that teachers should try new approaches in the classroom and make more use of specialists, and that there should be an emphasis on elementary--

Sibley: Now you see that these are all the things that are being rejected by the BFT [Berkeley Federation of Teachers] in the paper last night which really bothers me, because they all sat in on these things too. They also sat in on the planning when we worried about the ratio of administrators' salaries to teachers' salaries and came up with a formula. They worked on it for two and a half years and finally they were satisfied with it and now they're wanting to throw it out the window. So it's awfully hard to know how one group will react to another group's edicts.

Morris: I wonder if also there are--fads is the wrong word--but if there are trends in educational theory that change from time to time.

Sibley: Yes, I'm sure that's true. But, for instance, your first point there is about the assignment of kids. That had always been the counselor's dream, of having a really good record of each student. I can remember Milt Loney sitting in on a counseling section of the Council of Social Planning and showing us how he thought it ought to be done if it were really done right. But then we never gave our counselors enough time, enough secretarial help. They were not able to spend the time that was needed to do a really good job at that. Even so, we had a far less counselor load than many districts--I mean number of students to counselors.

I think Milton became very frustrated about the counseling job because he really knew how it ought to be done and yet he couldn't do it the way he thought it needed to be done. He felt so much

Sibley: should depend on the records that were ongoing and the sixth grade teacher's recommendation as the child went into seventh grade, whether it was a boy or a girl. Now some people are saying that those are prejudiced judgments by the sixth grade teacher and yet who knows them better? They have a cumulative record plus the sixth grade teacher's analysis. I don't know how you're going to do a better job [or] how you're going to do a fairer job than that.

Morris: Then in the financial aspect, the thing that is really striking is that the majority of the recommendations relate to state government in terms of school financial problems, that the state should change its requirements and make more money available.

Sibley: Of course, this is always one of your problems when you have several levels of government and the local government is the one where the buck stops. If they don't have the money, they use the excuse they can't get it from the state. It's not just an excuse; it's the truth. But as the state mandates so many things, if it doesn't give the money to go along with the mandating, then what do you do? You have to cut something. This is one of the reasons that school finance is so very difficult to understand. I don't wonder that people get bogged down in it!

Morris: Would these kind of recommendations have reflected the staff's concerns and interests? Some of it seems very technical in terms of suggestions coming from lay persons.

Sibley: I'm sure the staff had a lot of input on it but I don't think that the people on the finance committee would have taken it and given it as a recommendation unless they agreed with it. They were pretty strong people.

Morris: There aren't any specific recommendations or goals regarding racial integration or minority groups as such.

Sibley: No. I think the way they tackled that more than anything else was through the tracking. I think that they had stayed off of that probably too because they knew we were working on it. Already, of course, from seventh grade up, the schools were integrated and I think they were thinking more on how to make it work and not trying to be selective and saying, "You do this for minorities and you do this for other people." We also were having black studies committee and Asian studies committees and Chicano studies committees that were going along too.

Morris: They came on a little later. That's what's interesting, how this developed historically.

Sibley: My remembrance of just when things happen is a little hazy because I guess they all sort of go together in my mind.

Morris: Yes, there is, I think, a real structural growth relationship to it. I wonder if you remember if there were any political difficulties in terms of the kinds of recommendations the committee made?

Sibley: If you remember the list of the few people that retired from the committee, one of them was Stan Colberson. Stan was a very ardent member of Berkeley Citizens United which was a very rightist group and which had fought integration. We asked him if he'd like to serve because we felt it was only right to have some representation from that side of the coin. He agreed to serve, but I guess (I really don't know this; I'm guessing) that the reason he resigned was that he just felt he wasn't having enough impact or he didn't like what they were doing. I don't remember the other people who resigned. He was an outstanding critic of the school system at that point.

Morris: Did you find his criticisms had some merit or some basis?

Sibley: He came from a whole different philosophy. He was against integration. He believed in the tracking. He was extremely right-wing and he was going to stand up and talk about what he believed in. He was not a coward. He wasn't one of these people that would sign anonymous letters. He'd get up and say what he thought. I think of him sort of as the John DeBonis of the school situation. He was more like John was on city council, representing a very definite point of view and being very honest about it--but with no compromise.

Morris: That makes it difficult if you're trying to develop a consensus position. Let me read some of the other names of people who were (I'm quoting from the report), "not members of the committee at the time of the plenary session for a variety of reasons such as illness, press of other responsibilities, or departure from the committee."

Sibley: That's a gentle way of putting some of it.

Morris: Right, I know that and some of them--I think Mrs. John Borden did move to another community.

Sibley: Yes, I think she did.

Morris: But then there's Andrew Billingsley.

Sibley: I just remember him as a very intelligent black man and I think maybe he got caught up in duties at the university.

Morris: Jane Dang?

Sibley: I don't remember her.

Morris: Mrs. Victor Decker?

Sibley: Mrs. Decker was very active in the PTA. I don't know why she got off.

Morris: Dr. Carl Goetsch?

Sibley: Carl I'm pretty sure [left] because of the pressure of business. He's a physician and he was very sympathetic to what we were doing and was always very supportive, so the only reason I can imagine would be the pressure of other duties.

Morris: Mrs. Norman Harms? Wasn't she a professional in child development?

Sibley: Yes.

Morris: Leon Henken from the university.

Sibley: His primary interest was the teaching of mathematics. He was a very bright man and he came to a lot of school board meetings and I wouldn't know why he didn't stay, except I'm sure it wouldn't have been a matter of general mistrust of what the committee was doing. It may again have been the pressure of outside duties, because he really cared about education. He would be more apt to be in the parents of gifted children kind of thinking, I think.

Morris: Yes, I think he was part of that group when it was started a couple of years later. Margaret Jacobs?

Sibley: I don't even remember her.

Morris: Richard Jorgensen?

Sibley: Dick Jorgensen left the school district to go and work at Cal. He was the very bright young fellow who developed a quite marvelous, I thought, United States history curriculum where he wove the civics courses right into history as it developed instead of leaving it off in a little area by itself. That came up while Quayle Petersmeyer was still on the board. I can remember so well because he wanted to know where in the curriculum Jorgensen gave the Communists hell! [Laughter] I read his report with a great deal of interest, history having been my major. I just thought he did a beautiful job. But I do know he went back to the university and that may have been why he left the committee.

Teachers' Concerns

Morris: Is that a problem?

Sibley: That we lose people?

Morris: That good teachers do tend to get hired away?

Sibley: That's hard to say because I think it would be almost an individual matter. But I think that people who are outstanding are pretty apt to have other offers. Why not? On the other hand, if we keep moving them up the ladder and not over into administration they may stay. My great problem is that so many of the really good teachers I feel should stay in teaching. As you know, we've tried for years on the school board to get a master teacher kind of arrangement and the teachers have fought it tooth and nail right down the line. We felt that master teachers should be able to earn what administrators earn and they should be carefully chosen. But the teachers would open up a whole bag of worms about jealousy and one-sided evaluation and how some teachers would toady to people to get evaluated well. This is a real battle between both the teacher organizations and the school board. It came up again this year and was voted down again by the teachers.

Morris: But you also commented on teachers in general having negative feelings about administrators.

Sibley: Anti-administration. But we thought this was one way of helping solve that--move the teacher up and make them more important. Of course, I suppose a master teacher in their eyes might also be thought of somewhat as an administrator because he would be a demonstrator and a leader and I guess they don't want them. They have them in some districts, very successfully. I went and studied that in a couple of districts. When I went to these conventions I'd always listen in on what they were doing about this sort of thing. I was very enthusiastic, but we were absolutely voted down by the teachers.

Morris: That's curious because I think of master teachers as also being used to supervise student teachers.

Sibley: Right, there are all kinds of areas in which they could be used. The minute supervision comes in--I also noticed in the paper last night the ad by the Berkeley Federation of Teachers that they want to get rid of all specialists and that means people who are trying to put together a better reading curriculum, like Pat Endsley. We have very few of them left actually, but this is another thing that came out--they feel the classroom teacher who's in the classroom is

Sibley: the one who should get any money there is available and one can understand that. On the other hand, our teachers' salaries are not as low as a lot of people make them out to be. I forget how much the average salary is, but if you call Cliff Wong he'll tell you. As I recall it, it was around \$19,000, which isn't bad considering all the benefits and that it is really a ten month-job. I'm not saying that I don't think they deserve more, but I'm saying that as salaries go for teachers, I think Berkeley stands pretty high up the list, along with its fringe benefits.

Morris: The master plan's recommendations were eleven years ago now. At that time the recommendations were for things like specialists to support classroom teachers.

Sibley: That's right. These are the things that are being denied now.

Morris: Were the teachers, in general, in support of the master plan's recommendations when they were first presented to the board?

Sibley: I don't think they took any particular stand as I recall it. The teacher organizations must have, but I don't remember it. I think we depended a lot on the fact that we had them scattered all through the Master Plan Committee teachers and people close to it--specialists and things. But I don't remember the teachers' reaction. That's a very good question.

XVII EDUCATIONAL TRIAL AND ERROR

Elementary School Integration, 1968

Morris: Did the Master Plan Committee have any immediate impact from some of their thinking going into some of the planning for elementary school integration?

Sibley: I really can't answer that. I'm off on the timing right now because when the master plan report came, was it before we had the special tax election?

Morris: After. The special tax election was in '66.

Sibley: Because that gave us freedom to do more things and in it we did many of the things that the master plan agreed upon and that's why I couldn't remember whether they suggested them or agreed upon them, things like a librarian in every elementary school which was one of the plans for the money, and like smaller class size and lunch time free, not assigned to the playground, and specialists. All those things were part of the elementary program so that they sort of overlapped there and, as I say, I wasn't quite sure which came first, the chicken or the egg!

Morris: There were other things going on too. How does a school board member manage to keep track of all these things?

Sibley: I'm beginning to show you how I didn't manage! [Laughs]

Morris: I've got the advantage of having been working with your chronology and with the master plan report. There are a number of dates in here that I'd like to give you and then see if you want to comment on them. The Master Plan Committee had filed its report and the decision had been made to integrate the elementary schools by September of '68.

Sibley: That, I think, was one of the most interesting things that happened. We'd been working on this and working on it and working on it. We had a meeting down in one of the schools, I don't remember which one now. Before the meeting, Neil had told us that he couldn't possibly be ready with the staff trained and the parents encouraged and the children ready and the school buildings ready until '68. Hazaiah [Williams] led a movement that we should do it in '67. It was a hot, hot meeting and Neil all of a sudden capitulated and said, "All right, we'll do it in '67." The board said, "We can't. You just finished telling us it's impossible to do it by then." So we voted him down and afterwards people like Mary Jane and many of the black people came up and sort of looked us in the eye and called us traitors. We said, "Now, look and see what we're saying. We're saying we want to do it right. If we do it in a half-baked way, we're not going to do it." But we made a resolution that Arnold [Grossberg] worded that night that said we will do it no later than September 1968. It's a definite commitment and that more or less eased it. All the board at that point, except Hazaiah, wanted to fire Neil because they thought that he'd gone back on his word at the very last minute. It wasn't a serious movement to fire him, but they were furious with him for changing his mind in the middle of the stream and putting us on the spot like that. But I managed to talk them out of that. [Tape interruption: telephone]

I think really the plan for integration was one of the most carefully planned things that I've ever known and I often wonder if as much attention had been given later to making it more successful-- what the results would have been. (I'm not trying to throw stones at anybody because I don't know myself.) We got off on the experimental schools which we thought was one of the ways of meeting the problem and now I think it was the wrong way of meeting the problem. But I don't think there was ever the same careful, planned way of making it work, as was the way of making it happen. This is one of the things where hindsight is so much better than foresight. I can see places now. I got off the board in '71 and I certainly wasn't going to stick around and tell them how to run the school board! But I still think that the kind of complete dedication to making it work that Neil put in and the board put in to making it happen didn't continue. We got off in too many different directions. I'm not blaming that on anybody. I don't think it was anybody's fault. I just think it's a good hindsight.

Morris: Did anybody think that there was too much preparation before '68?

Sibley: I really don't know because we were all so involved in it, we lived it for so long there, that I don't think so. I really don't think so. We all breathed a huge sigh of relief the day that the schools all were open and there was no hitch except one child they couldn't

Sibley: find for the bus because he was in the bathroom. [Laughs] That was the only one I remember. Of course, busing has never really been an issue in Berkeley. It was always quoted ahead of time as being an issue--dangerous and all the rest of it--but I think that was very well handled. The only thing that bothered me about the buses was that so many of them were half empty and I wonder if a size half bus wouldn't work! These are the things you don't know at the time.

Morris: About two weeks before you made the decision to go ahead with the plan to open the integrated schools in fall of '68, you had established a minority hiring policy. Was that a major thing?

Sibley: Oh, yes. We had been working on that for quite awhile. We sent Barney Johnson and Larry Wells and Cole Gilliam all over the country hunting for really well-equipped, well-educated, well-able-to-handle-it minority people. We tried to work on an affirmative action policy. I think I told you earlier somewhere that we had a disagreement on that. Hazaiah wanted us to say we'd have the same number of minority people in proportion to the students within a very short time. After much discussion we got it that we would work towards that goal, but we wouldn't say, 'We'll do this by--' It would have been an impossibility. Hazaiah was the only one who supported it--that was his position. There weren't that many people available for one thing and there were other school districts wanting them too. It would have been a very hastily devised thing which would not have worked, I'm sure.

Minority Staff and Board Appointments

Morris: Hazaiah Williams himself had not been in Berkeley all that long when he was appointed on the school board.

Sibley: He's been here for some years. He had a church of his own called Church for Today or something like that. He's been around. He taught in San Mateo. He was a very spread-about man in things that he did. He was recommended to us by John Miller; when John went to the legislature we asked him who was the best equipped black man that he knew and Hazaiah was his choice at that point. We interviewed other people though. By that time we'd made up our minds that we always had to have at least one black on the board.

Morris: So it was definitely going to be a black person who replaced John Miller?

Sibley: Yes, as far as the appointment was concerned. You can't tell who people will vote for, but as we made the appointment that was one of our firm criteria.

Morris: Did he bring any additional characteristics or traits?

Sibley: He was the most eloquent man that I've ever heard--to my sorrow at times.' Yes, I think he contributed a great deal to the board until he got so that he was very--I don't think the word is autocratic--but I mean he wasn't going to let anybody bar him from anything without his opinion being the dominant opinion. He got pretty obsessed with this, but I think that in many ways he was a very good member of the board.

Morris: Did that seem a change in Reverend Williams?

Sibley: He came out a lot stronger and I don't know whether he was more comfortable and therefore was willing to be more dominant or whether this changed. It would be hard to say. I presume he was always pretty much of a person who lets you know exactly what he thought and he thought very strongly in terms of black and white.

Morris: Even when he was getting started on the school board?

Sibley: Yes, I think so. Well, we brought him on as a black man, not to just further black causes, but to help us understand black causes for one thing, and to represent that section of the community. We always said that we didn't want any board member to represent any section of the community, but it was obvious that he would represent the black community.

Morris: As time went on, he spoke for the black staff members and teachers?

Sibley: Most of our black staff members were pretty able to speak for themselves; but I think, yes, he did do that. I think he did it very much. I think that he was instrumental in getting Larry Wells into the job as head of the experimental schools. I wasn't on the board then, but that's my opinion.

John Newton was not a black and white person. He could work with both kinds of people and was a very fair person. I think that he and Hazaiah did not see eye to eye about how to handle things and I think therefore John suffered. I think John's one of the most easy to work with and one of the finest men I know in the school district and he's sort of been shoved around.

Morris: John Newton had had a fairly long experience in school districts in the Bay Area.

Sibley: He had been the principal of one of the big high schools in Oakland when we brought him here. He came in to be the principal of West Campus and did a super job.

Sibley: There had already been these little knots of the black teachers getting together and not letting the white teachers come in and a real separatist thing going on. It was not the whites against the blacks, but the blacks asking for it for themselves. John would have none of that. He said, "We're one school. We're going to run it as one school and we're all going to work together. No more little meetings that white people can't go to."

For this reason a person like Hazaiah was not enthusiastic about John. I don't know all of the inner workings because this is something that I wasn't in on, but this is how I read it, particularly as I look back on it.

Morris: In general, how did the minority teachers that were recruited and brought in from outside of California, how did they work out in Berkeley?

Sibley: Some of them very well and some of them not so well. I don't think you can make a statement about that. You'd have to take each one, one by one. Some of them that came in were very definitely militants and very eager to get into the Berkeley district because we had integrated schools. At the same time some really were working, as I say, dividing themselves into little black enclaves within the schools. That's when the Black Aces got started.* That was one of the things that happened. I think that some of the people we got were excellent and some were a disaster.

Morris: Like any group of people.

Sibley: Right. I could name names here but I'd rather not.

Morris: How many teachers were recruited from outside of California for integration?

Sibley: A good many.

Morris: A hundred?

Sibley: I don't know. The office would have that. I know that we had a good many new ones coming in and some of the older black ones were not very happy about it.

Morris: Am I right in hearing that you saw some of the seeds of a separatist approach to race relations as far back as '67, '68?

*Aces was an acronym for A Cultural and Educational Society.

Sibley: Certainly by '68. However, as I say, we had in the past considered that the whites separated from the blacks. This time it was the blacks separating from the whites. It's an awfully easy thing to criticize but on the other hand it's an easy thing to understand because they were in a new position and they didn't quite know, some of them I'm sure, how to handle it. They wanted to be sure that they got everything that was coming to them, both the authority and the pay and the training and everything else, which is a perfectly normal thing it seems to me for a minority group to do. But they did it in some of the places in a way that certainly didn't win them friends and I think it could have been done in a different way, but that's again hindsight. [Chuckles]

Morris: Yes, and at the time there were so many things going on.

Sibley: Yes, none of us could keep track of everything.

Morris: It's useful to try and go back and see some of the patterns.

Sibley: I think it's very important to try to go back.

Black Studies and Sensitivity Training

Morris: In relation to all the planning and the in-service training of staff and student training and participation that went on in the year before elementary integration, were there funds available in the school district for that kind of training or were there grants available?

Sibley: Mostly it was grants from outside, a tremendous amount of it was. For instance, when we told the young people that came from the black group at the high school that we could not quote "fire all racist teachers" which was one of their demands.

Morris: Student demands?

Sibley: The student demands. What we did then was we sought a grant. It was for a mandated course on intergroup relations, really a study of minority cultures. Everybody, from the secretary and the custodian to the superintendent, had to take that course. I took it because I thought a board member ought to take it. It was very interesting. They offered it in three ways. They had a seminar type of thing, a lecture type of thing, and an encounter group. Since I'd never been in an encounter group I took the encounter group and found it extraordinarily interesting.

Morris: I should say so. Sometimes people report that an encounter group can be a really demoralizing experience.

Sibley: I can be and the first week I was afraid it was going to be for a couple of people in our group because it seemed to me the leader was, quote, "picking on them." But before we got through, I think we all shared the feeling that we were trying to be honest and trying to get our thoughts out and being willing to admit our mistakes or misconceptions. By the time the group was through, we were all pretty good friends.

I can remember the difficulty that one young man teacher had, who had been friends with me, but had also been critical of the board. When they heard I was going to be in the group a lot of teachers didn't want to be in that group. The leader said, "You can get out of the group if you want to, but I think you're being very foolish. I think you should wait and see." I was on tenterhooks, believe me, because I wanted to participate and yet I certainly didn't want to dominate. This young man was very, very afraid that I was going to dominate. He liked me and he wasn't sure a board member ought to be there. Then the last session we were all sitting around a great big table and they said, "All of you take the person on your right and write a critique of them in this group." He had to write one on me and I thought that was dirty pool! [Laughter] But it was a very nice critique. I was very pleased with it. Then they had to show it to the person next to them. So this was one of their techniques that really got you.

Do you know something, I can hardly remember his name? But he was a very nice young fellow and active in the Berkeley Teachers' Association. But this was one of the things they did. Everybody got treated alike, believe me.

Morris: Were specialists brought in to do this kind of training?

Sibley: Oh, yes. They had outside specialists that came in and led it. One of the funny things--a man called me the other morning and he said [voice becomes lower, aggressive], "Are you Carol Sibley? Are you the one who about eight years ago"--it was over ten years ago--"lent me a book called Five Smooth Stones?" I said, "Yes."

He said, "I want you to know that it's the most beautiful book that I've ever read and I don't know how the woman who wrote it ever knew all about blacks the way she did. Was she black or was she white?" I said, "She was white."

"Wow," he said. "Listen, I've had the book eight years. Can I keep it a little bit longer? I only started to read it last week!" [Laughs] He said, "You told me it was one of the best books you ever read and I want to tell you I think you were right." He was a specialist that was brought in.

Sibley: All I remember was that they tossed me in the air. [Laughs] Now, don't tell me what that did for group relations!

Morris: Do you mean physically?

Sibley: Physically! [Laughs]

Morris: Trust.

Sibley: Trust, I guess. I'm not sure. We had a marathon where we slept over for twenty-four hours. There were two groups. There was a group of thirty that met all the time, but for the encounter group we broke down. I think there were about twelve at my house. They let us go off in a corner and lie down for an hour and a half in the middle of it.

Morris: Good heavens.

Sibley: But there was a real effort made to try to have people understand what the points of conflict were, what the points of being able to move ahead on were, what we could expect.

I've always felt we went off the deep end in some of our experimental schools where we started to teach black patois or whatever you want to call it and not insist that people, if they were going to live in today's world, needed to get along and speak the English language well because they were all Americans--the American language, I guess. That was one of the things that bothered me. I think this has been one of the confusing things to many black young people because they've been encouraged through the black studies coordinator at Berkeley High School to make their blackness be more important than their humanness.

Morris: Was the course you took part of the programming for the elementary school integration or was that a later stage?

Sibley: No, this actually happened when Neil was there. It was for the whole school district. It wasn't for any one or the other. But it was a matter of trying to be sure that the teachers, as far as you could do it by outside information and training, were not using their authority as teachers to undercut any minority person. Of course, the black teachers had to take it as well as the white teachers. Everybody had to take it. As I say, even the secretaries and the custodians took it and they got credit towards advancement.

Morris: In-service training?

Sibley: Yes.

Morris: That must have added considerably to everybody's work load, the year that it was being--

Sibley: Yes, but of course if they take credit courses it always adds to their work loads. You could take it after school or in the evening or weekends. I took mine in the summer because I didn't have time in the winter when the school board was meeting all the time. So I took the summer one and it was a three week thing.

Morris: There were a couple of other things that I thought were interesting. In March of '68, Dick Endsley, who was then president of the Berkeley Teachers Association, did a study of verbal and physical abuse of teachers on hall duty. Then there was another study in that same period that Jeff Tudisco was chairman of, on staff-student tensions and relationships. I wonder if you can recall what was going on about those?

Sibley: I remember that we thought it was a very, very serious problem. As I think I told you, Hazaiah talked to black students about how badly blacks must expected to be treated by whites. The black girls who had been at the meeting turned on me in the hall afterwards because I had asked him if he could confine his comments to five minutes. They attacked me and they spit at me. Dick Endsley came up behind me and said, "Carol, this never should have happened to you but it is the kind of thing that's going on in our halls all the time with our teachers." So that made me much more aware of it because it had also quote "happened to me." I think when things happen to you, it always makes you more aware of what's going on.

Jeff Tudisco is, as you know, a very forthright person and a very thorough person. Dick is a more gentle person and I presume that Dick's thing was done from the point of view of the teachers because he was assigned by the BTA. But Jeff's was an appointment by the superintendent with the board's backing because we really wanted to know how bad things were and what could be done. For the life of me I can't remember what we did to implement it, but I know we tried. I can't remember now what.

Of course, some of the things we did they didn't like. We wanted to let the teachers go into the girls' restrooms and that was very unpopular. We also found that a lot of the trouble was coming from outside the schools from people that hung around and also--

Berkeley High School Tensions and Principals ##

Morris: In 1968 you were already beginning to have problems with kids from outside of the school district.

Sibley: Yes. Of course, that was a period when the drug problems was pretty serious everywhere. When the area known as Provo Park was filled with kids at noon mixed with people that dropped by, that's when we had to make it mandatory that people had to get a permit to go into the schools from the principal. It was also in this period when they talked about--now whether they did it I can't remember--some kind of an ID card so that you could prove you were a Berkeley high school student.

Morris: That came and went and in the last five years it's caused considerable problems.

Sibley: I can remember Ruth Plainfield saying to me the other day how kids going across the UC campus were asked for their ID and were furious about it. There was a large movement against it, but at the time it was started by the then principal as a protection against the outsiders coming to the school and causing trouble. It wasn't because they didn't trust the kids themselves. At least that was my understanding.

Morris: Was this while Emery Curtice was still principal at Berkeley High?

Sibley: I think so.

Morris: He had been at Berkeley for a good long time. How did he respond to the kinds of changes that the board wanted to make?

Sibley: Emery was a very--I don't know how to express this--I don't mean that he was easygoing in the sense that he wasn't firm about some things, but Emery took things in his stride pretty much. He liked kids and, as most principals, didn't think the board knew what it was talking about when it went and told him how to run a high school [laughs], but he was never obnoxious about it at all. I happen to like Emery very much. I feel that he could have been a better disciplinarian maybe. He worked well with the kids himself. I think he was pretty apt to enjoy the status quo, but I saw Emery grow I think, in his last couple of years at the high school. I think he really tried to make things work and he was willing to take more outside advice. He was a former coach. I think he had also been principal at Burbank at one time, I'm not sure. He had been principal somewhere else, anyhow. But I first knew him when he took over from LeTendre at the high school. Emery's just a very dear man. His wife Minerva was a teacher of history at King and I

Sibley: think they really loved kids. I think he wanted to make things good. I think like most humans beings he wasn't sure how all the time. [Chuckles]

Morris: A more generalized interest in education rather than being really involved in the current social progress--?

Sibley: Well, whenever he had to be involved, he was involved. He was never--I guess the word is stubborn--about his reluctance to go along with things. When we had Cliff Wong (I can't remember whether Cliff was his vice principal) he did the study that resulted in Model School A because we all thought the high school was too big to really be personal to the kids. Therefore, we asked to have a study on what could be done.

When Cliff developed Model School A with a very good committee, we had sort of hoped at that time that this was going to be a prototype and there could be model school B, C, and D all within the same high school with the same kind of rules. But then came the other experimental schools and Model School A just became one of the experiments in how to handle it in high school. Of course, already Jay Manley's school--what was the name of that?

Morris: Community High.

Sibley: --Community High was going. There was sort of a little--not friction--but they were very different from one another and the people that would support Model School A would probably not be the same people that would support Community High. I really think that Model School A was one of our most successful experimental schools, but it started outside of the experimental schools and so did Community High.

Morris: East Campus was listed as an experimental school and it had been part of the school district for a long, long time.

Sibley: East Campus, of course, was a development from the continuation high school that was up at McKinley and then when we started calling it East Campus, it became a very popular school. It used to be just a place for people who had dropped out or where real problems went. But at East Campus they got such personalized education. I can remember Ray Jennings's daughter (our Baptist minister) chose to go to East Campus because she thought she learned so much more there than she did at the regular campus and she was from a family of pretty high educational standards I would say.

Morris: Tom Parker was the one who--

Sibley: Tom was there and really did a good job of it.

Morris: When it became a place to go rather than a place to be sent.

Sibley: But you still had to have a reason for going there. For instance, if you were not getting along purely as I presume the little Jennings girl was, she just didn't feel she was learning at the high school and thought she could learn at East Campus. She was a little girl who knew what she wanted. She was off the beaten track a little. I don't mean a bad track, but she just wasn't going to conform all the time. That's really more what I mean.

No, I think Tom did a great job. He took it over when it was still up at McKinley. I can remember very well how impressed I was one day when I was going visiting there. I met a busload of black kids I would say about fourteen or fifteen, all with suits and ties and briefcases. I thought, what am I seeing? So I went in and I said, "Tom, what is this phenomenon?"

"Oh," he said, "Those are our tutors. They dress up as if they were regular teachers and they take their briefcases and they go down to some of the elementary schools. They can only read probably at fourth grade level, but they can teach the third grade level what they know. So we send them down and they teach and then they came back and immediately hang up their coats and hand up their briefcases and get back into their regular clothes and are part of the group here. But you don't know what it's done for them."

Morris: That's a lovely story.

Sibley: I think it was a wonderful thing. I don't know if it was Tom's idea but he certainly carried it out. Another person at East Campus who was absolutely great was Vera Casey. She was the one who started special parent education classes for pregnant girls or girls with special problems. She and her husband went over there when McKinley was a dump of a school and they cleaned up two or three rooms and hung up curtains and put down rugs and had bright colors on the walls and they made it a place that the girls who were having problems were glad to come to. Vera is a character. She's a terrifically creative person who cares about young people.

Morris: It's an interesting sign of the way things have gone that she started her program at the continuation school and now it's very much a part of the official Berkeley High School.

Sibley: Not only that. It's a model for all over the United States.

Government Grants and Evaluation

Morris: We got off the subject of the funding of the elementary school integration. You were talking about government grants.

Sibley: I can't remember about the one for the intergroup culture, but I think that would be the Rockefeller or Ford Foundation because that was the sort of thing they really liked to do. Then, of course, we got a lot of ESEA money that was government grants. That's Elementary and Secondary Education Act funds. That was run by George Perry who is now the principal at Columbus or who was the last time I knew. I thought George did an excellent job of trying to upgrade the elementary and secondary [schools], but elementary was his special, special--

Morris: Yes, he was one of the key figures in the elementary schools' planning.

Sibley: He was the director of that program.

Morris: Did you have a sense that the grants were hard to get or were the agencies looking for projects to fund at that point?

Sibley: I don't know but I know that in Jay-- [Tape interruption: telephone]

Morris: You had just mentioned Jay Ball.

Sibley: Jay Ball was the project developer and the grant writer and I don't think he got turned down often. I'm sure there was some that I didn't know about that he got turned down on, but he was a superlative grant writer. He now is in the jewelry business and making a fortune out of it I heard the other day, down somewhere in southern California. He's a very bright person. He's a Mormon and he really worked and had a good staff in writing these things up. He was apparently very persuasive also when he would go with a superintendent and whomever to Washington to talk over the problems in the Berkeley schools.

Morris: Was he brought into the school system as a grant writer at the time of the elementary school integration?

Sibley: I don't know when he came in. I think of him as having always been here. I think Neil brought him in and it must have been to help with materials for the integration of the schools. I don't really know. Again, that's something that the office would have.

Morris: Did Ford, Rockefeller, or HEW send people out to do site visits and talk to the school board at all?

Sibley: No, they didn't talk to the school board. I don't really know whether they talked to other members of the school board. During the experimental school thing I was on that outside evaluating team as a community consultant. I had no vote. At that time HEW sent teams out to look things over. But I don't recall their coming out for other reasons. They may well have come. But I know that the superintendent and certain other people on his staff often went to Washington.

Morris: Would you say that the district could have done all the kind of preparation it did for the elementary school integration--?

Sibley: Without the money? No. In my book I have a chapter on this and I don't remember it without getting it out and looking at it, but it tells a proportion of the money and how we got it and where we got it from, I think. We got a tremendous amount because it was a very progressive approach (regardless of how other people viewed it). At that time it captured the imagination and the dreams of people who were interested in civil rights, who were interested in minority advancement, and who really cared what happened to young people. So I wouldn't say it was like duck soup to get grants, but it was probably the easiest time we'll ever have to get money to forward a cause.

If you will read or have read the Civil Rights report, that's when they came out about two years ago and talked to us about what had happened. I found their questions good and I thought they were excellent people. I was very much more impressed with them than I was with the HEW people that visited us. They had urged the hiring of people who were creative and somewhat controversial, then didn't want them to do anything that was controversial or new.

Morris: HEW urged the hiring--

Sibley: They wanted people with a new approach to evaluation, so that the group that was hired were people with nontraditional ideas headed by Len Duhl. Then when they did try to develop non-traditional ways of evaluation, they were clamped down on because they were doing that. It was a very hairy kind of thing.

Morris: What were their new approaches to evaluation?

Sibley: They wanted to do a tremendous amount of parent interviewing and follow-through on the children's development in the schools. They wanted to talk to the kids. They wanted to do a tremendous amount of visitation in the schools. They didn't just want to use tables and testing. They wanted to really make it come alive. They were taking pictures in the schools and trying to see how groups behaved and how the--what's the right word?--I want to say aberrant but that's not what I mean.

Morris: Deviant?

Sibley: Deviant--young people behaved and how their things were settled. They had a lot of very good ideas. I've also gotten rid of all that material so I don't have it to look at. Then HEW wanted them to go back and do it the other way which was not what they'd been hired for. They did take a lot longer than HEW hoped they would take and they did spend money on some of the things like retreats that really were working retreats because I went on them and I know they were working retreats. HEW didn't feel that was justified, but it was the way the program jelled because the people were away for two and a half days and really talked things over in small and large groups and I thought it was an excellent thing. I learned a great deal.

Morris: Len Duhl was the chief of the outside evaluation committee?

Sibley: Yes. There were no people on it from the school district.

Morris: Evaluation continues to be a knotty problem. How do you evaluate the interaction of human beings? The evaluation that is built in for the school district's own project includes all of the things that you've just described.

Sibley: But it wasn't done that way.

Morris: There were two--

Sibley: I know, there were two groups, and one of them originally was Larry Wells's group and he later became the director of the experimental schools. Nobody was ever happy with either of them as far as I could make out and they were unhappy with each other because they didn't think they shared enough and so forth. It was sort of--the word isn't messy--but it was a very inconclusive, noncooperative kind of thing at the evaluation level I would say. We brought in several people from the outside for the in-school evaluation too.

Morris: It sounds like it would have run into the classic problem of the experimentors becoming involved in the experiment, that there were so many of them that it would be difficult to avoid interacting with the kids in the classrooms and the teachers.

Sibley: I think that in many things the experimental schools were a good thing to happen in Berkeley because I think it made people examine what they were trying to do. But I also think we did too many and tried to do them too quickly. One of the troubles with government grants is that they'll give you a deadline and if you don't get your grant proposal in within that deadline, whether you have had time to do all the careful planning that ought to have gone into it,

- Sibley: then you're sort of caught up in what you did have to submit. To me, it's the way I feel about Proposition 13, that the biggest problem there is that they said you have to do it by July 1st when you-- [Tape interruption: telephone]
- Morris: Let's backtrack a minute. Neil Sullivan had left by the end of '68 as the elementary school integration was completed.
- Sibley: He resigned the day that the integrated elementary schools opened but he didn't go right away. It was when I was away that they called a personnel committee meeting to talk about this. I thought it was the most poor timing that I had ever heard in my life and I was quite upset about it and told Neil so. But he felt that he had to do it that way. I don't know why he felt so, but I did think it was very poor timing.
- Morris: Was he feeling that he was beginning to get dissension and resistance?
- Sibley: No, I don't think so. I think Neil just was thrilled to death with a new offer professionally. He was from the East and he was being recognized because he was made the Commissioner of Education for the State of Massachusetts which was definitely an up thing. He had been very friendly with the Kennedys and with whoever the man was who was the governor at the time and he was just flattered to pieces to get that offer. He didn't leave, as I recall it, until March--whenever we got Dick to come. That's what I can't remember. I know we had quite a period of looking for a superintendent. I think Hal Maves who was his assistant was acting for a while, but I don't remember when Neil actually left. But it was announced then and he left fairly soon after that.

Superintendent Richard Foster and Experimental Schools Program

- Morris: Were you looking for different kinds of skills in the next superintendent?
- Sibley: The first thing we were looking [for] was somebody who believed in what we had done and was willing to accept it. Secondly, we were looking for an innovator, a person who would help us to handle the new situations that were developing. We were looking for somebody that we called a "teacher's superintendent" and the funny part is that this is what Dick was in a way, but the teachers never really liked him. Quite a few teachers begged us to have him, but he was more removed from them than they thought he would be. We wanted somebody with a reputation for brilliance, we wanted a strong person.

Sibley: We wanted someone with a reputation for having new ideas and being willing to carry them out. I was sent on the road to interview and I must have interviewed ten people in different states. A lawyer friend of mine in Chicago gave me his office and I interviewed three people from the Middle West. We interviewed quite a few people here in Berkeley from all over California. Arnold Grossberg and I did a good deal of the interviewing.

I recommended five people and all five people came here for interviews with the full board.

Morris: Five from your midwestern tour?

Sibley: No, not just from that but from everywhere. I remember one of them was from the Reed District over in Marin County. I think he was almost a runner-up. Then one of them was the man whose name I can't think of right now who later became superintendent of San Francisco; it was Thomas Shaheen. He became a warm personal friend of mine. We had dinner back and forth and everything. He had a hard time there, but he was also dedicated to integrated schools. He was from Rockport, Illinois. Then there was one from somewhere around here. Those three were the leading contenders for the job. It was finally a unanimous choice for Dick [Foster].

Morris: What do you suppose turned the decision in his favor?

Sibley: He's a dynamic person and we also knew that he was not liked by quite a few of the people in the San Ramon district because of his innovations and because he was a person who forged ahead. We talked to his board and we realized that there was a very diverse board there and the people who liked him liked him tremendously and the people that didn't like him said so. We had ever-so-many teachers from his district say, "This is the greatest man that we ever knew." I'll never forget. I went to the good-bye party for him over there and the speaker they were supposed to have didn't come at the last minute so somebody got up and spoke and then a student spoke.

The student said, "I don't know what to say about Dr. Foster, excepting I'd like to tell you a story." She said, "The story is about a man and his wife and his little boy who went out to dinner to celebrate something in a night club kind of atmosphere. They were ordering from the waiter and the husband took the orders and he said, 'I'll have a roast beef rare and all else to go with it and my wife would like veal scallopini and (to his little boy) what would you like?' The boy said, 'I'd like a hamburger and a glass of Coke.' The father said, 'He will have some chicken a la king.' The waiter looked at him and said, 'Now, a roast beef rare for you, veal scallopini for your wife, and a hamburger and a coke for the little boy?' The little boy looked up and said, 'He listened to me! He thinks I'm real.' And that's the whole story."

Morris: That's lovely.

Sibley: [Wistful] It was one of the things that made me think he'd be a good superintendent.

Morris: So the experimental school proposal and project was really developed--?

Sibley: Mostly under Dick Foster, although a lot of the things that we got grants for were suggested under Neil, like the intergroup cultures experiment and all those things.

Morris: So in a sense it sounds as if the experimental schools program pooled together a number of things that were going already.

Sibley: Right, I think it did. I don't really think they all should have been called experimental schools under the new thing, but they pulled them in as a demonstration too of how we were going about them. There was a Community High II that came along about then and, of course, there was East Campus and there was Model School A.

Morris: There were twenty-four altogether.

Sibley: They were all either in Region A or Region D, which had been set up for the elementary integration. We had strips going down through the city that ended in one of the four-six grade schools. They did it this way on purpose because they wanted there to be continuity if possible. I don't really think there turned out to be much continuity, but that was the idea.

Morris: The other thing that I wondered about, reviewing it now, if the experimental schools in the lower grades were concentrated in Zone A and Zone D, what was the reaction of the people--the parents and the kids and the staff--in Zones B and C?

Sibley: That I would have a hard time telling you, but I think there was a lot of frustration by the teachers in those zones because they could see the money going to bringing in experts, helping out teachers, and feeling that they were left holding the sort of ordinary bag while the other people had all kinds of extra amenities.

They got a tremendous amount of electronic equipment in those schools, most of which was ripped off I understand. They also had I think it was \$200 a pupil extra for each child in the experimental schools or something of that nature. Of course, there was a jealousy, particularly on the part of the ones in the B and C. On the other hand, B and C were pretty good areas. They had good schools in them.

Morris: Anyway.

Sibley: Yes.

Morris: I wondered if because there was additional money available for A and D if maybe the district put a little more money into Zones B and C to kind of equal it out.

Sibley: I honestly don't remember. I do know that some children were allowed to be transferred out of districts because of some special need, such as in Franklin and in Jefferson where we did the experimenting with English as a second language and so forth. If there were children that needed that special thing, as I recall it, some of them were transferred into those districts. But that detail part was pretty well done by the staff and not by the board.

Morris: The document itself is very interesting.* It starts out with the kind of preamble statement of the problem thing that a good grant proposal does [chuckles], and it reads as if the aim was to reform the schools and the need for school reform was based on admitting that there was rampant racism and the need for--

Sibley: We were working primarily to reduce institutional racism and there were two other phrases in there that we used in all things that applied to grants for Berkeley after that, it seemed to me. I never was quite sure what they meant by institutional racism other than they meant built-in racism that belonged to the community and the world at large, not just Berkeley.

Morris: The report refers to racism in the structure of the organization of the schools and in the planning of the curriculum and in community participation.

Sibley: I think we bent over backwards in all those ways to try to fulfill what that said. But then you see what happens. Black House was established and became all black and Casa de la Raza, all Chicano. They were both community- and citizen-promoted things. Then we got practically kicked out by the civil rights people saying, "Now you're doing exactly the wrong thing. You're making segregated schools again." But the thing it seemed to me they never got through their heads was this was self-segregation which was quite different from either de facto or de jure segregation. This was because the minorities felt they needed this base of solidarity in order to participate in the larger education system. Now, whether they were right or we were right I don't know, but I've always had a feeling

*Experimental Schools Educational Plan," submitted to the U.S. Office of Education Experimental Schools Program, Berkeley Unified School District, June, 1971.

Sibley: on this one we were right. But I never felt that either of those schools should be so completely divorced from the mainstream as they permitted themselves to become because of their parents and their teachers and their student decisions.

Morris: The original statement is quite clear and interesting, that the Black House was an attempt to determine if a segregated setting had certain merits for certain black children.

Sibley: Well, you know how it started. It started as an outgrowth of Community High I when the school district said that all the schools have got to have in them the right proportion of children in order to be an integrated program. Then we found that Community High I was really planned by and for the sort of offbeat white professors' children who wanted something different in the classroom than the basic things and wanted to approach subject matter from a different and more interesting point of view according to them. Because of that the black kids were lost and they just hung around on the outside; it was a very free school, so that the hanging around became a real problem.

That's when they hired Buddy Jackson to come down from the university. He was an assistant to Jay Manley and he said that what these kids need is a place to find themselves and he proposed Black House. But it was always with the idea, at the beginning at least, that they would keep their ties to the high school, for at least a third of the day. They were in the YMCA for a while and several other places. The idea was that they would study black history. They would know each other. They would know their strengths and their weaknesses and then they would be more able to cope with regular education or even experimental education like Community High I. They were still going to have their science and they were still going to have their language and they were still going to have their music and athletics at the high school.

But then they became a completely separate school of their own volition. I can see why the civil rights people would object, but I also think that they were accusing the wrong party. It wasn't that we said you've got to do this. They said, "This is what we want, "they" being the black people. The same was true of Casa de la Raza.

Morris: Going back to the statement and the presentation in the proposal, was there any resentment by anybody that the schools should be categorically described as racist and therefore needing a major overhaul?

Sibley: I remember feeling myself that since we had just voluntarily desegregated the schools, I hated to see the sort of an aura put around us that we were racist, but I was persuaded that I didn't

Sibley: really know that there was a great deal of feeling still on the part of many of the black people that they were living in a racist society and I think that Hazaiah definitely felt this way.

My point of view was that what we've really got to do is to treat everybody as human beings and see that they have equal opportunities to use the capacities they have and hopefully those capacities would grow and with the result of their growing they would be able to take their place in a competitive world with people who were of a different race. It didn't matter which race.

I don't know whether it was because they felt that they'd get the grant more if they'd emphasize this or whether the people that wrote it really felt this way.

Morris: Jay Ball wrote it but where did the driving force come from?

Sibley: I think Dick without any doubt had a lot to do with it. I'm sure Hazaiah probably had a lot to do with it. We all saw it and my only feeling was that it almost was a self-accusation of racism which I didn't think belonged in the district at that time. But they had to have the criteria and they put those three in there. I've forgotten what the other ones were. That was the one that struck my mind.

Cultural Pluralism

Morris: Community participation in curriculum and organization. The concept of pluralism was what they were also stressing.

Sibley: Of course, I think the concept of pluralism would be much more honest today if we said that we lived in a pluralistic society where we're trying to open up opportunities for everybody within that society to realize their full potential rather than keeping talking about integration because I don't really think we are integrated. I don't think too many of the blacks really want to be integrated at this point. They want to have their share, but I think it's a matter of recognizing the pluralistic society and all the elements of it.

I go back to my own original (it was original at the time) feeling when I was asked to speak early in my days on the board. So many people referred to American society as a melting pot and I said I thought it was a mosaic and it's been used and used so I begin to wonder if I really originated it, but when I made it up I didn't know anybody else had said it. My view was there were

Sibley: very many different hues and shapes and numbers and all the rest of it and somehow or other what we were trying to do was to make a beautiful whole out of it where each one had its recognition for its strengths, for its particular abilities and beauties and so forth.

I still think that's what we should be doing and I think that is a form of pluralism that can finally eventuate in a really human society, a good human society. That's what I think we were working for and are working for and I think we've talked far too much about race--I don't mean you and I--I mean the community, and far too much about rights, and far too little about opportunities and obligations and acceptance. That's my feeling.

Morris: The goals were specific: to move toward the elimination of racism and the ability to deliver basic skills was one; two was significant changes in the administration and organization of the school system; three, to develop program options to promote cultural pluralism.

Sibley: We did do that.

Morris: With the focus on process not product. This again tends to sound--

Sibley: Like the YWCA! [Laughs]

Morris: Like the YWCA and educational and social welfare texts.

Sibley: Right, we all have our own particular vocabularies, don't we?

Morris: The document makes the point that desegregation hasn't resulted in a re-evaluation of teaching skills and theories and has produced a challenge of basic values and a desire to modify behavior. As I say, I wonder if the terminology that was selected produced some resentment that made it difficult to accomplish what were perfectly--

Sibley: It seems perfectly normal.

Morris: Yes, to upgrade your educational system sounds like what you're about anyway.

Sibley: I have a feeling, and this is just a feeling, that there were some teachers who resented this because they thought they were doing it all right anyhow. I think the teachers who didn't get the extra \$200 a pupil undoubtedly felt, and I've heard some of them (but it wasn't a mass protest or anything like that) saying, "Of course, if I had more money and more supplies and more help I could do a better job of teaching basic skills or being sure that the minority kids in my class didn't get lost because I had enough help," which I think is a perfectly normal reaction.

Sibley: What I don't think we've ever found out so far is whether the kids in those classes and with that extra help have done better in any ways, whether they've done better in their basic skills, whether they've done better in their social adjustment, or whether they're more willing to live in a pluralistic world happily. That's what I think it was all supposed to be about, seeing if the experimental schools' techniques and opportunities could somehow or other make those things happen in a better way than the ones that just went along, let's call it the ordinary way. I don't know if that's very complimentary; I don't mean it that way. I personally think our schools are pretty darn good--not in every way, but in many ways.

That I'd have a hard time judging because I think this is what the evaluation was supposed to be all about and, of course, that sort of fell down. I'd like to know if Laval [Wilson] feels that anything was left to him that he could work on because of those particular schools' experimentation and what did they prove. I'm not even sure that all of the parent participation was a good thing because I think it made parents who really didn't know much voice their opinions and maybe have more weight because of numbers than if they had really studied and approached these problems from a less personal point of view.

Morris: What about the possibility of parents being manipulated by either district personnel or school site personnel?

Sibley: They could be manipulated and also the principals could be manipulated by strong parents; there's a two-way stretch there.

Morris: There's quite elaborate discussion in the proposal of a new approach to work groups to reduce dominant-subordinate behavior among staff and the school site committees.

Sibley: Yes, and there was a tremendous amount of training of parents and teachers at these schools, some of the money went that way. Kilimanjaro was one of the ones that the parents had the most to say about at the beginning. It's still going and I want to know whether it's because the idea was so good or whether it was so different that it was better to hang onto it as an example of an experimental school, and I'd like to know how well it's doing now. I don't know that. They had their ups and downs as far as the people who ran it were concerned, very definitely. They also got in the hair of the people that didn't have the same ideas when they were situated on the same sites.

They never had really good sites for quite a few of the experimental schools which made it very difficult. Who was the man who started Other Ways? Herb Kohl, he brought a whole group of students up to see me one day in my apartment and talked about

Sibley: the possibilities of other sites and I agreed to see what could be done, but we couldn't find anything that we could afford, even with the \$200 extra per child.

Morris: That's interesting because one of the basic theories to vitalize education has been to take kids out into the community. In a community like Berkeley where for fifteen years there's been talk about unused space and how are we going to get more business and industry in the community, not to be able to locate suitable places too.

Sibley: But the places we located in were the kind of things that didn't make you proud of the school environment. It was immediately saying, "You deserve second place" instead of "what we're really trying to do is provide you with first rate." Herb [Kohl], I think, would certainly speak to that. Also, when you get experimental schools going, one of the things that happens is that it's very disturbing to the administrative status quo because so often the directors of those schools were people who want to do different things, are people who simply cannot follow the rules of the regular establishment.

I'm not saying that to knock down either side, I can remember very well Dorothy Bennett who started the whole wonderful EPOCH programs and really I think did a super job. But she simply drove the administration crazy. I got involved several times in trying to straighten it out, and there was just no way that she and they could work together in a really compatible manner, nor could she work with some of her staff. But she was brilliant in the kinds of things she thought of to do and to carry out indefatigably and this is one of the problems. You're trying to take an outsider and fit into an already existing thing as far as certain rules which are necessary like attendance lists and coming to meetings and this sort of thing and going through channels. You get people like Herb Kohl or Dorothy Bennett and the fellow that was the head of the program down at Lincoln (I can't think of his name now), you have problems. They're ready-made problems.

Morris: They do require totally different approach to administration.

Sibley: The people that want to do it, want a different approach and they want people not to get in their hair, but they get in other people's hair.

Morris: On the question of sites, my observation of EPOCH is that they did achieve a really striking environment.

Sibley: They certainly did. They did indeed, but that was Dorothy Bennett's doing to a large extent. Then, of course, when the money came in for the Chicano program they had a marvelous guy down there who taught

Sibley: the kids how to make those expansion tiles, how to put them on the walls and transform a very ordinary building into a very special building. I don't think that was Dorothy's doing. I think that was somebody on her staff. But she was the one who developed the multi-screen presentation from about ten different directions which involves you in an atmosphere of a country or an atmosphere of a time. Then she had innumerable things that the kids could check out--not a library but objets d'art, you name it. She was very creative. I enjoyed working with Dorothy very, very much and yet I could see where she got in the hair of the administration. I thought they could have stood it, but-- [Laughs]

Morris: One other aspect and then maybe we better wind up for today, is the fact that there was a tremendous amount of money, several million dollars in grants, involved. Sometimes that causes problems for some people in which being where the money is becomes more important than actually doing whatever it is that the project was going to do. I wondered if there was any of that?

Sibley: I'm not sure about that. I think people get to taking for granted that they have money to use and they sometimes don't use it as wisely as they might. I happen to think that what Florence Douthitt did in the publicizing of the experimental schools was an excellent job and I think Dick Endsley as a troubleshooter was awfully good there. I think John Newton never wanted that job and I think Larry--it was almost too much for Larry. He did it as best as he could, but I think it would be too much for almost anybody.

XVIII THE SCHOOL DISTRICT AND THE UNIVERSITY OF CALIFORNIA

[Interview 9: August 3, 1978]##

Academic Cooperation and UC Faculty as School Board Members

Morris: From the school board's perspective what kind of relationships were there with the University of California in terms of the school district's activity?

Sibley: I think when Neil came he was very, very unhappy that there wasn't a more intimate relationship between the university and the schools, because he felt that with a university of this size and prestige right here that it would be a thing he could lean on a great deal for advice and so forth. I can remember the first time he voiced that. He invited Roger and Mrs. Heyns to dinner because he was new at the university and Neil was new here. There was a little top level committee of people from the university and from the schools and the city who did meet, a sort of blue ribbon committee that met. But I really don't know what they accomplished, excepting to understand each other's point of view. Nothing concrete that I could see came out of it.

On the other hand, one of the relationships that was always good and strong was the demonstration schools. The people from the education department and the three demonstration schools and their heads were a real tie with the university and, of course, there were student teachers who came there. The university also set up special classes to help teachers understand how to teach integrated classrooms and they used our classrooms as an example. I went over there twice as their guest to speak about the integration of the schools and what we hoped to accomplish and what we hoped the teachers would do and things like that. I'm not sure who else did it. I just know what I did.

Morris: Some of those teacher sensitivity classes were run by the School of Criminology.

Sibley: I wasn't involved in them. That's true. I remember that, but I don't know anything more about it than that. That must have been an arrangement made through the administration entirely. I think that the rest of the university was very little tapped by the school district other than the School of Education. I think that both of the superintendents would like it to be a more give-and-take situation there. Of course, we also had contact with the university through SRV a good deal and also when they set up the credit courses for the people that did do the service in the classroom.

Morris: What kinds of things did Neil Sullivan hope would be available?

Sibley: I don't know. I think from the way he talked to me about it that he had thought that this would be a great partnership and they would work on many things together.

Morris: Curriculum development--?

Sibley: Yes, everything like that and it just didn't work out like that. I know he was disappointed. Really, that's a very weak recollection. I do know that he felt that way. Neil was always eager to do things in a cooperative way with other groups. Then, of course, with the city we did form the two-by-two committee which really worked only on very practical matters like the child care thing up at Willard, and the starting of the swimming pool down at King. We talked to the city about swapping land and things of that nature, and about recreation.

We did get together and worked, I don't think ever to anybody's great satisfaction on either side. I don't think there was any fault there. I just think it was the way the two sort of giant octopuses were set up. [Chuckles] We would meet about once a month and bring up anything and then take it back to our boards for their decision. But really it was mostly the practical--changes of land, the closing of the Bancroft Way when we wanted to build the high school across there and things of that nature. I'm not sure but what that's all that you can do with the city but anyhow, that's all we did.

Morris: There was usually somebody from the university who was an elected person on the school board. Looking at the list while you were on the board, there was Sam Schaaf and Sherman Maisel and Sam Markowitz. In the city council sometimes you hear references to "the university had a man on the city council."

Sibley: I think there were several times, for instance, when George Pettitt ran and when Dean Stone ran. They both ran successfully. They ran as a person that could represent the university but that was not how Sam or Sherm or Sam (two Sam's!)--no, what happened there was

Sibley: that we asked for nominations (what we're going through right now, I read in the paper this morning). These people were among those nominated and they just seemed the most able; probably because they were university professors was a good reason they were able.

Sam Markowitz was extraordinarily interested in the schools right from the very beginning. He served on the Hadsell Committee. He didn't ask us to appoint him, but he said he'd be very willing to be appointed. Those three were all appointed people. They then ran later, of course, for election. Sam Schaaf was very much interested in integration. They were all very good board members. I think they were excellent board members.

Morris: How about Mr. Maisel?

Sibley: Sherman was at that time one of the top people in the business and administration department. He brought a very broad knowledge of finance and administration to us. He also was very interested in curriculum. He's a very bright man, as you know. He had two children in the schools whose education I think he, on the whole, approved of. I think that the bright kids usually got a fine education in the Berkeley schools. I don't know if that's still true, but certainly Berkeley High School offered a wide variety of courses. You could find anything from third year Russian! [Chuckles] They were each of them very excellent school board members: very conscientious, caring, supportive.

Morris: Would the administration have responded to Sherman Maisel's financial and business philosophy--

Sibley: I'm pretty sure that they undoubtedly consulted him. This was not something I know about. But I know that he was on very good terms with both Neil and with Dr. Foster.

Morris: He left before Foster. It would be with Neil and his predecessor, Herb Wennerberg.

Sibley: Yes, we had to run the recall election together and that was when Wennerberg was on. Yes, I think his relationship with the superintendents was good and I think his expertise undoubtedly was tapped, but not in my presence.

Morris: It wouldn't come up in board meetings?

Sibley: No, I don't think so. Not that he kept quiet, and when he spoke I think it was as a person who knew what he was talking about. But how it affected the eventual turn of events in the minds of the administrators, I don't know--excepting I feel that Sherm always spoke out if he thought things weren't right. I don't remember any kind of feeling of uneasiness anyway there.

School District Business Administration and Communications

Morris: I was thinking of the matter of actual business administration of the schools.

Sibley: He may have worked some with Orrin [Bachelor]. He may have been called in by Orrin, but as part of his board role I don't remember his doing much about that.

Morris: In general, would the school board be consulted or involved at all in the business management of the schools? Did those kinds of questions come up?

Sibley: The kind of questions that came up would be--well, of course, we always had to approve the budget. When there was a question of whether or not we adopted data processing and bought materials, everything like that had to go through the board. When you hired a business manager, we had to give the final approval on that, or at least we had to approve the three top people and then the superintendent could choose. The long discussions about the budget were the biggest things. Every year we would get a list of the things that everybody wanted, the things that were possible, and the things that you had to have. About 80 percent of it always went into salaries, so that we had about 20 percent to do the maintenance of the building, any new programs, materials and supplies, and everything like that. It was nowhere near the discretion that you think that there's going to be when you go on a board about helping influence how money is spent because there just isn't that much money. Even with all the money we had, which was really a sizable amount. It was before the experimental school program came in mostly, but even so we had a really large amount per pupil compared to most others.

Morris: With the increased tax rate?

Sibley: Yes. The kind of things we would have to weigh would be, is it more important to have a librarian in every school or to have an increase in the athletic program or to have a teacher have his time off or to give the salary raises and the fringe benefits? Those all came up to the board. So in that way, yes, we had a good deal to do with the business management of the school district. It was pretty frustrating because we never had as much ability to make the kind of decisions that count as we wished, not that we weren't given the privilege; we just didn't have the funds.

When we went (as you remember, because you did a lot of the publicity) for the tax increase, we definitely said what the money was going for and then we did insist that it go for that. Of course, all of that has almost gone out the window, which is sad.

Morris: The question then becomes, did those things make a difference in the classroom? The librarians and the physical education--

Sibley: I don't know. I can't imagine their not and I know the people all hated to see them go. That would mean that they probably thought that they were good.

Morris: Was data processing a major decision, to bring in that kind of equipment?

Sibley: I think it was a major decision but I think we all agreed to it. It was presented to us in such a way that it was going to save us money and make things much more efficient. I'm never quite sure whether that happened.

Another important decision was when we set up the communications center; it was under Dick Foster. As a board member I thought it was one of the greatest things I've ever known, but it seems to me that the Berkeley Federation of Teachers was saying that it was a luxury that we can't afford. The center got things done in prompt order and did it expertly. They had expert equipment. They were polite, prompt. Of course, they served the administration and the board, I guess, more than they did the teachers. But I think the teachers could go in and apply for getting a certain job done there and it was very efficiently done.

Morris: In the way of publicity?

Sibley: Typing and getting out so many copies of this and that or helping set up a booklet or anything like that. I thought they did a super job and I saw a great deal of them because that was one of the departments I worked with. Since we didn't have an office we were able to use them as our secretarial pool so to speak, only they did it so much better than I had ever seen it done before; it was excellently done.

Morris: It covered more than just straight newspaper publicity?

Sibley: Oh, I'm not talking about publicity. I'm talking about the typing, the getting out of booklets, the preparation of curriculum papers, everything like that. The Public Information Office was the other office and that was the one that got out the publicity and did all the public contact and also got out the directory which had all the names of the teachers, the board and the administrators and their phone numbers and their home addresses.

It used to get out a paper called the Morning After which was a discussion of each board meeting that went to every teacher, which I thought was an excellent idea. Now, in that sense they were the

Sibley: communications center, but what I'm talking about is the actual office that was set up to prepare materials where they had all kinds of electric typewriters and photocopy machines and all the things that you do to get out a nice job quickly and perfectly. They were really terrific.

I've always thought that our Public Information Office was good but this was one of the things that everybody always was trying to cut down on. We had far more people in it when Neil was there than we had by the time when Dick Foster left.

Morris: Looking at it in retrospect it seems that there was a while there when there was enough money and there was the kind of thinking that to have--

Sibley: To keep the community informed for one thing. Neil was the person who believed in keeping things going both ways, between the community and the schools. We used to get out those little tabloids. Every year we got out a tabloid and a complete report of the schools to the citizens and a lot of that went by the board.

High School Student Recruitment

Morris: The other area is the students. Did the university traditionally have an influence on the students in terms of thinking that was the place to go for college?

Sibley: I think that the biggest influence there was when the students were able to take courses while they were still in high school at the university, the advanced courses. Of course, they're so near to the university that it was very easy for them to go up there and visit. I don't know that they did any special recruitment for that. They did special recruitment for the under-educated people, particularly the blacks, that they were trying to get ready to go to the university. I thought they did quite a program. They're doing it now and starting it at the junior high school level in high schools all around. They're really trying very hard to get people to participate in that. Upward Bound I think they call the program.

It's very difficult for me to say how much the university did. I did a great deal of school visiting and some classroom visiting. I took some courses just to find out what was being taught. For instance, I went in and visited Jackie White's course where she was teaching English by using records from shows like My Fair Lady and Oklahoma and getting kids to listen to them and then discuss it to

Sibley: try to get it in some kind of historical perspective and to get them to read the books that they came from. I was very much impressed with this sort of thing.

Now, how much the teachers got out of the university other than going back there for extra credits I just don't know.

People's Park Riots Involve the Community

Morris: I was thinking about it also when we get up to 1969 and the anti-war demonstrations eventually led to the People's Park riots which spilled off campus onto city streets. One of the comments that was made is that the kids from the high school particularly were affected by what was going on and got caught up in it.

Sibley: Well, I can tell you a little about that because I was affected by it too. In the first place, at that point a group of us--Fred Cody primarily from the town. I can't remember whether Ruth [Hart] was in on this or not. But a group from the Communications Council, knowing it would be a long hot summer--it was when we started the [Berkeley] Summer Fund for one thing. At that point, Fred was particularly interested in getting craft classes, art classes and everything going and I was sort of the liaison between the school district and the summer problem. [Chuckles] I don't think it was particularly the university's summer problem. So I got hold of Dick [Foster] and he was very sympathetic to the idea. We gave them the use of the old McKinley School and the little frame building back there where the Free Clinic set up that summer. They had classes all through there.

So when the time came for us to discuss things more deeply about the Youth Hostel (this was before we set up a youth hostel), we also got permission to have it down at Savo Island in the buildings that were unoccupied at that point. This is when we had I remember a whole group of leaders of the eruption--

Morris: Students?

Sibley: Well, they were students and hangers-on.

Morris: They were the People's Park people?

Sibley: Yes, that's right. They met up in my apartment and they suggested what kinds of rules we'd have to have if we were to have a successful hostel. It was a give and take kind of thing. Then we went down and Dick Foster went with us and we shared the rules with a group.

Sibley: Some of them didn't like them and some liked them; it was just one of those things up in the air. We had two or three meetings about this. Then we decided that they could go there. They had started to go down there and immediately rushed down from Telegraph Avenue and called it The People's Pad, which was exactly the wrong thing to do for the neighborhood and for the rest of Berkeley. They put up "Long Live Ho Chi-Minh" and "This is North Vietnam" and all kinds of crazy signs and a lot of unpleasant words. This was when Al Dzuik--do you remember Al Dzuik?--who was not a student. He was one of the people that was involved, but he was not a student at all.*

Morris: Many people came to Berkeley who were kind of fascinated with all the excitement and turbulence.

Sibley: Yes, and we bailed him out of jail one time, the Communications Council people did, René Jopé and Fred and so forth. Anyhow, I just went down one day and I said, "If you want this thing to go you're going to have to remember that you're part of the community down here and you're going to have to take down the Vietnam flag. People's Pad isn't so bothersome, but I think for the children in the neighborhood to have four-letter words across all the buildings is really not the way you're going to be very welcome. I really think that we're going to have to change things." So they did. They cooperated on that.

But then the neighbors did get unhappy because they would have great big fire places where they would sing at night. The neighbors formed a committee to talk to them about whether or not they wanted People's Pad there. That's the one I told you about where we heard from both sides at a school board meeting. [We] let them say their say and at the end we decided that the neighborhood was making better points for not having them there. It was after that that we established the youth hostel, the one that is still going as a youth hostel; originally it was at the jockey headquarters at Golden Gate Fields.

But all during that time, Dick Foster and I (I think I was president of the board at that time but I'm not sure; anyhow, I was the one that was involved) would go down and meet with these kids and try to work out something that was needed for the summer. Fred was the main instigator of the educational kinds of things and he recruited people from the university, both students and young faculty. The Free Clinic was going strong there that year and it

*In 1979 Mr. Dzuik ran for mayor of Berkeley as Al Verdad.

Sibley: was very necessary. They did rap sessions and venereal disease counseling and all kinds of things. The kind of group that was hovering around on Telegraph Avenue that year needed it very, very much.

Morris: I was wondering if there was the sense that Berkeley school children were affected by the growing youth movement and such things as the growing use of drugs?

Sibley: I'm sure they were in a sense. If you walked through that area, if you lived in the Willard area, you were awfully exposed to it. I remember during one of the riots (I was asking Jay Manley about this the other day because I thought it was his Community High School that did this, but it wasn't; I don't know who it was that did it) some class gave the kids tape recorders and they went all through the crowds and they would interview people about what they thought about what was going on in Berkeley. Then they would go back and have a classroom discussion on the subject and have the tapes as the background material. There was a real tie-in--there couldn't help being--with the university and the high school just two blocks from one another. I don't think that it was an administrative tie-in. I just think it happened.

Morris: Because the kids were close by physically.

Sibley: Right, they were there. I think Dick Foster as the superintendent of schools was very permissive about it in that he wanted to let the kids find out what was going on and I think he would have thoroughly approved of this tape-recorded seminar exchange. I can remember Steve Wasserman, who was a senior that year, dashing out with his tape recorder right into the middle of the crowd and it was just like being a reporter on the most exciting job in the world in their opinion! And you can understand why.

Morris: Then at one point, the continuation students who were then located at McKinley High School, were moved out of that building.

Sibley: Yes, that's when we moved to the new building.

Morris: It was in process, but I had understood that for a while they used empty space at the administration building because they didn't want the continuation students to be that close to the street riots.

Sibley: Not the administration building. I really can't answer that. I remember it was still going strong. That's also when Vera Casey had her wonderful room. They really did it over to make a place where the girls felt they could come and talk things over informally with the teacher about all kinds of things.

Morris: Pregnant girls?

- Sibley: Not just pregnant girls; any girls who were there at McKinley. That's when Vera got interested in the whole question of what can you do for the pregnant girl? She was really a very solid citizen there and able to reach out to the young people at McKinley.
- Morris: Did this ever come to the school board, that there was a drug problem among some of the high school students?
- Sibley: At all of the schools at that time, I thought we had a very good family life education program where that was dealt with in the classroom. It was about that time (and I'm not sure but it emanated out of the Communications Council) that we started the ad hoc committee on drugs in the city of Berkeley. We did have some school people who came to those meetings. I'd hate to say. I'm personally so mixed up about the whole drug thing because I was saddened by drug use in my own family, so that to me it's not a clear picture.
- Morris: I think that's the place to start with all of it: it's not a clear picture.
- Sibley: No, it's not a clear picture.



Mrs. Sibley receiving Berkeley's
Wheeler Award for distinguished
community service. With Chancellor
Albert Bowker (*left*) and Mayor
Warren Widener.

1973



Two young performers
prepare for Berkeley
Summer Fund benefit
party in Mrs. Sibley
garden.

1972

Carol Schoeffel, granddaughter of a
classmate, with Mrs. Sibley at
Wellesley Alumnae Achievement Awards
dinner.

1975



XIX MEETING NEW COMMUNITY CHALLENGES

Communications Council: Unofficial Mediator

Morris: Let's back up a minute then. Tell me about the Communications Council and what led to its being started.

Sibley: This was started by Ruth Hart. The United Crusade had moved the Council of Social Planning out of Berkeley. There no longer was a local Council of Social Planning. It had had four departments. It had a department on group work. It had a department on health. It had a department on counseling. I forget what the fourth one was. I feel that they were very, very valuable constituent parts of understanding what was going on in the city and trying to work on it. Then the Crusade formed the Alameda County Council of Social Planning and eliminated the Berkeley one and it left a real void.

I don't like to second guess Ruth since I can't talk it over with her, but I think that the Communications Council was to meet the need for communicating between the people who were working with the young people mostly at that point.

Morris: Both professional and volunteer?

Sibley: Yes. Communications Council was meant to be an open kind of thing. You didn't get invited to join; you came if you wanted to. We had certain rules that you do not take off after each other like this [shakes her fist]. We tried to keep things peaceful and constructive. Ruth did an absolutely superb job and so did René Jopé in presiding at these meetings because they were themselves dignified and quiet and keeping their even keel.

We had all kinds of problems that came to the council. We started the ad hoc committee on drugs. We had people like Art Goldberg. Anyhow, all the top people in the People's Park movement and all would come there and tell us what they thought and we would

Sibley: listen. When they were having all this great furor about the use of People's Park and they needed toilets up there, first they had nothing and people just used the ground. The people in the apartments along on Dwight Way were incensed at what was going on there. They just felt that they couldn't even look out without seeing "an orgy"--their definition of an orgy. I never saw one. [Chuckles] Anyhow, it was a noisy place and people would gather. There was a lot of free love kind of stuff going on.

So we had representatives from both sides come to Communications Council and that room was jam packed that day. As a result I think quite a few things were done at People's Park to make it less disagreeable to the neighbors. They did put up a portable toilet for one thing.

Morris: "They" the street people or "they" the university?

Sibley: I presume that the city helped on that, but I really don't know who did it; somehow it got done. The bonfires were confined to a certain area or eliminated. I don't remember that. That was one of the things the neighborhood objected to. They tried to have some kind of a curfew beyond which there wouldn't be any of the disturbing noise that had been going on all night at that time. The only thing that I remember particularly about it was that all sides had an opportunity to speak their piece.

There was a fervor in the minds of both sides. On one side about how they needed People's Park, it was a necessary outlet, it was a necessary place for people who had no place to sleep, no place to go. The other people said, "But after all we live here and we really need to have certain protection of our quiet and our smells and of our cleanliness" and so forth. I don't say it was a perfect solution, but I think it undoubtedly helped make a solution to that problem. Of course, out of Communications Council grew the Committee to Restore Civic Unity which I think was one of the most interesting ones we ever had.

Morris: Tell me about the Committee to Restore Civic Unity.

Sibley: We used to meet in a building that was down there on Scenic Way and anybody could come. Young faculty from the university came. Some people from Starr King School of theology--it's part of the Unitarian Church. Ed Setchico gave us quarters. We had people from the PTA, people from the churches, people from the neighborhood over there.

Our major objective was keeping peace the day they were going to have the huge Memorial Day parade when they expected, according to the paper, 100,000 people to converge on Berkeley and march up by People's Park; a great protest. Everybody on the committee took

Sibley: certain responsibilities and it was a very real communal effort. We had good newspaper publicity about it. We had good signs all around town and, as I think I told you earlier, the junior faculty, a lot of them wore peace arm bands and walked the route of the march.

Even the city manager (that was Bill Hanley at that time) came also. He told us what could be done and what couldn't be done. They had to have a regular march route. We had communication points set up and telephone places. The way I know about that is that at the last minute one of the girls who volunteered to man a telephone couldn't go and I had to go man the telephone in a commune up on College Avenue. It was really very exciting because I had contact with the helicopter and with the police department and with the university. The police patrolled the parade route and they could call in and tell us or we could call in and tell them when the helicopter sighted possible trouble spots. [Tape interruption: door bell rings]

The church women had lemonade on some of the corners and a lot of the mothers with babies would push their baby carriages along the route to show the people how they felt. That time is also when we got involved with the Peace Brigade. I always loved the names they used--the Peace Brigade and there was the Food Conspiracy where they all bought food together and then divided it up. They liked to use words that bothered the rest of us. [Chuckles]

Morris: Whose idea was it to have that Memorial Day parade?

Sibley: Oh, it was the kids--the civil rights, the anti-Vietnam. I don't know who got it up, but it was definitely the street people and undoubtedly many of the university people. Who knows who started it, but it would be people like Art Goldberg and Mario Savio and all those people.

The Peace Brigade were a group of counterculture types who said they thought they could teach us how to prevent the parade from getting to be a riot. So we had two meetings at LeConte School and Fred Cody was in on this. They just talked to people who showed up about what to do if you saw somebody whose hand was coming up as if to hit or throw or if you saw any kind of suspicious thing. You just put your hand on his shoulder and say, "Come on buddy, let's not do this."

So they became regular members of the Communications Council. That's how Rick Eckel got involved and quite a few of them later went up and founded a commune I think in Oregon somewhere; up north anyhow.

Morris: Rick Eckel came to Berkeley as a member of the Peace Brigade?

Sibley: No, he came to the Communications Council as a member of the Peace Brigade. He was a theological student at San Anselmo Theological Seminary. He somehow got caught up in all this.

Morris: He's one of the few newcomers in town at that time who stayed.

Sibley: He stayed and has been a constructive worker ever since.

Morris: On the Memorial Day parade, my recollection is that the president of the chamber of commerce and establishment figures of that sort ended up marching in that. Would you have any recollection?

Sibley: No, it's funny but I don't remember that at all. I remember that Roger Heyns was the chancellor of the university at that time and I remember there was very real police cooperation. That was one of the things that worked out.

Norm Brangwin at one time I think was president of the chamber of commerce and I can well imagine Norm being willing to march-- but I don't know that.

Morris: It was Claude Daughtry, who is generally considered more conservative than Mr. Brangwin.

Sibley: I don't remember that. Isn't that funny? I was so involved with the students I didn't know--

Morris: And you were manning a communications post.

Sibley: Yes, I didn't see the parade ever. I just heard it.

Morris: Did the Communications Council have any role in providing information or ideas to the university and the mayor's office to try and resolve the problems that were causing the riots in the streets?

Sibley: This is hard to answer. It's so fuzzy in my mind. Ruth and Norm Brangwin and René Jopé and I went to call on Roger Heyns and told him things that we thought would alleviate the problems. I don't even remember what we told him now. We also kept up a correspondence with him. I like Roger personally very much, but we got terribly upset because he never answered our letters after that. I wrote to him and I said, 'Look you have the president of the chamber of commerce, you have the manager of Crocker Bank, you have (I was there) a school board member, and you had Ruth Hart, a very well-known and well-liked citizen who have come to see you and yet we don't get any answers. I can understand the frustration of students who don't get answers to some of the problems that come up!'" [Chuckles] So then I was answered and was told that he didn't have enough secretarial help, which seemed to me a very poor answer.

Sibley: What we talked to him about was ways we felt this whole problem could be alleviated or at least lightened. But that whole history to me is just as fuzzy as the dickens. I wish Ruth was here and we could bat recollections to each other!

Encouraging Counterculture Groups in the 1970s

Morris: It's useful to pick up the fact that some of the vividness does go away with time. What about the mayor's office?

Sibley: Who was mayor then?

Morris: That was Wally Johnson.

Sibley: Wally and I were never on very good terms. I think Wally was awfully stand-patty about a lot of things along in there. I don't remember him being disagreeable about it but I don't remember any special cooperation and that may just be because he and I didn't cooperate. [Laughs]

Morris: Your sense is he was supportive of the police and then bringing in the sheriff's deputies?

Sibley: I think he must have been. It must have gone out through his office, his and the city manager's. Bill Hanley was city manager. Bill was a very torn man all during this business. He wanted so to do the right thing and you could just feel him feeling all the pressures of the whole city; of course, Telegraph Avenue is a very vital part of the city.

We had far more contact with Bill than we did with Wally. Bill did come to quite a few of Communications Council meetings. We always felt we could get him on the phone and talk things over with him. In fact, I think Bill was a very good city manager. He was our major contact.

Wasn't that about the time that Bill Beall became head of campus police?

Morris: Yes, I think he left the job as city chief of police after the Free Speech Movement and before the anti-war demonstrations started.

Sibley: Yes, I think so too. We found Bill Beall helpful too. We never had trouble ever getting people to come to the Communications Council if we had a subject that we'd like them to participate in the discussion of.

Sibley: That's been the same thing with the Dream for Berkeley which really grew out of all the things that happened in the Communications Council. I've never asked anyone from the city or from the university (but we haven't had so many from the university) to do anything or to speak or to present a point of view but what they've accepted.

Morris: Was there ever any thought to formalize the structure of Communications Council?

Sibley: No, and there was a real reaction not to. [Tape interruption: telephone]

Morris: I was asking if there had been a move to make the Communications Council a separate, formal entity.

Sibley: No, it just sort of went on. It originally started only once a month and then we had so many problems that we got to meeting every week. We had one firm rule: no publicity. Nobody would report in the paper what happened at the meetings because we felt that would keep people from being as honest and as forthright as they could be. So we never invited the Gazette. We were often asked if they could come and we said we were sorry but this was an off the record kind of thing. I think that is why people were willing to come, one reason why.

Morris: Somebody suggested that somebody may have kept some unofficial minutes. I wonder if you recall who that would have been?

Sibley: No, I don't. I didn't even know it. I know that one time last year when we were having discussion of the rent control a girl came from the city office and asked if she could tape it. We had quite a discussion whether we would allow her to tape it or not. We finally did because she promised it wouldn't go outside of whatever office she was doing it for. It was a study she was making. But that's the only time I remember permission being given to anybody to record things. If someone did it sub rosa, I was unaware of it.

Morris: No, I was thinking of somebody just keeping rough notes as a record of what had been done and who was--

Sibley: Oh, well, I'll say this. Just before Ruth became ill or when she was starting to not feel too well, we had two or three meetings where we tried to recall things and write down a history. Ruth said she didn't feel up to doing it, so I wrote it, gave it to her, and she was going to go over it and correct it and see what she wanted to do with it.

Sibley: The idea was that we were trying to rebuild the interest in the Communications Council which after the heavy problems sort of waned. After the alternative agencies got set up and didn't come to us all the time to have our understanding and support there was a lag in interest in what we had to talk about I guess.

We didn't feel it was right to get really good speakers to come and then have ten people or six people be there. So what we were going to do was to announce the history of it in the Gazette. We had already arranged that they would do it, even if we wouldn't let them report our meetings. Then we were going to go over the file and send a notice to everybody that we were trying to revitalize it. But it never was a matter of formal organization. We always had a program committee that Ruth chaired and some of us at different times served on.

She did most of the telephoning and most of the lining up of the people, but if she couldn't then she'd call Rowena [Jackson] or she'd call me or she'd call Fred [Cody] or she'd call Norm when Norm was alive. This sort of thing. But it was a very loose organization and Ruth, bless her heart, used to buy the food and bring it down there and I think she paid for half of it because I'm sure she didn't get it all back. This was one of her donations to the community. She'd get cold cuts, cheese, bread, fruit and cookies.

It was always done at noon and they were supposed to bring sandwiches, but a lot of people never had time to make a sandwich when they got up in the morning and got off to work. So this was the way it moved. After Ruth was inactivated, for a while the Y staff got in some cold cuts and things like that and then we just decided to heck with it, let people bring their sandwiches.

Morris: What was the relationship to the YWCA besides meeting there?

Sibley: Really it was nothing except meeting there, although they always claimed it as a part of their program and it was a part of their program in the sense that we met there regularly and quite a few Y people would come in. But there was never any official connection.

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Morris: I was asking you what the relationship was to the YWCA, if you had ever gone to the board--?

Sibley: We had quite a discussion with representatives from the board and there was some feeling because there were a lot of male as well as female participants. We wanted to keep a tenuous relationship to the board and we were most appreciative of meeting there.

Sibley: But we didn't want to have somebody telling us that we had to organize in any special way or that we had to do things in a special way. I think the way it ended up was we just sort of moseyed along and it was never settled. But the Y always listed us a part of their program which they had every right to do because of all of us Y people.

Probably our interest grew because we were Y people and our knowledge of the community grew because we were all Y people, but I really think Ruth's reaction was that this was a needed service and so she started it. Nobody who really cared about the city at that point could afford not to go to the Communications Council meetings because they were very interesting, productive, informative; very, very good meetings. I always feel that Ruth and René between them set the tone and it was really theirs.

Lucile Marshall says that she thinks Helen Ross had something to do with it at the beginning of it, but I don't know and Helen isn't here any more and hasn't been for some time so I couldn't contribute to that.

Morris: That has a certain logic since her professional role was in community mental health.

Sibley: I think she may have helped set it up, but I just don't know.

Morris: It's interesting that Norman Brangwin and René Jopé, both bankers, were so involved with it. How did that develop? You don't normally think of bankers--

Sibley: No, you don't. They both were men with very large hearts and with a very real interest in the community. They both had been presidents of the chamber. René's bank [Crocker] was the bank we always went to when we wanted to get any kind of financing for any of the alternative agencies.

Morris: Did you?

Sibley: Oh, yes. He was most helpful in every way. I don't remember how Norm got in on it, excepting he got in on it during the days of the riots and he could see that we were approaching it in what I think he thought was a very constructive way. Of course, Lorna, his wife, is a social worker in the mental health field and I think she undoubtedly encouraged him and she came too to a good many of the meetings. But Norm just was that kind of a guy. Ruth mentioned in her book another man who came all the time until he really got so he couldn't come any longer because he had to guard his own store.

Morris: The man who ran the Pontiac agency?

Sibley: Yes, Earl Cunha. Earl was very helpful too. I think he was recruited undoubtedly by Norman. Earl is back in Berkeley now. He just got to the point (he had a Pontiac agency on Telegraph Avenue) where he was trashed so often that he just couldn't take it any longer. He left Berkeley for a while. But Earl's a very nice man and very much interested in the community. But the two dedicated ones were Norm and René.

René is constantly--I've been on about four boards with René and he's always the financial strength of the board and [gives] good advice. He's been on the New Bridge board. He's no longer on it, but he was on it from the very beginning as I was. He was constantly getting us out of hock financially [laughs] by good advice and by making arrangements for loans on terms that we could pay back, that sort of thing. He did this for lots of the agencies. Norm Brangwin also took a real interest in Rick Eckel. I think he sort of liked having connections with the counterculture. It's a very interesting thing to go through.

I think they were wise enough men to realize that this was something that the world was having to cope with and they wanted to be on the ground floor--in a helpful way, not in a censorial way.

Fred Cody, I don't put him in the same category because I think Fred is more himself almost a counterculture person in a way. He's one of the most cultured people I know, but with his book store there on the corner, he was sort of in the thick of everything. He always had those poetry readings in his store. He got to know the kids. They got to put their first sales tables out in front of Cody's. Ray Jennings was another one that was terrific at that time, I thought, in everything he did to help us.

Morris: He came to town as the minister of a Baptist church just about the time it all started.

Sibley: He opened up his church to house alternative agencies like the Runaway Center and free dinners. He stood behind these causes and I think he lost a lot of his more conservative church members because of his willingness to work with the counterculture people and try to serve them. They had the free evening meal there for a long while like up at Lutheran Chapel. Irene Jennings would get in the kitchen and help work on it; they were really dedicated people.

Morris: You raise an interesting idea here that the Baptist church may have lost members because they were so involved.

Sibley: I know it did.

Morris: Would that extend to the fact that that church is not no longer--?

Sibley: They no longer have the church. What happened is they gave up the building. This happened about the time that Ray left. They now have the chapel of the Congregational Church and their congregation is a very, very loyal and a very fine congregation but it's not big. They meet there and they have offices in the Congregational Church building. It's an interesting roundabout because there was a fire in the Congregational Church this summer and now the Congregational Church is meeting in the empty sanctuary of Trinity Methodist and repairing the sanctuary is going to take another three months. Trinity has not been using theirs because they also were affected. Now whether it was mostly because they were downtown churches--of course, the Free Clinic meets at the Methodist Church in the back area there and there were a lot of the conservative people there who just left. They had a minister who was very sympathetic to the needs of the counterculture people and apparently lost a lot of the conservative people. Now, I'm not making that as a judgment; this is what I've heard.

Morris: It's an interesting comment on religion in American life.

Sibley: I don't know how our church has survived it. It tried to bend with the wind a little more, I guess. It's maintained a lot of its conservatism and its interest in the community problems too. It offers space for the meetings of the Red Cross programs for the mentally retarded.

Morris: They have another program for mentally ill people.

Sibley: Yes, that's the one I mean.

Morris: Say a little more about the Communications Council as a midwife to the alternative agencies?

Sibley: Sort of that, I would say. They would come there and talk over their problems and some people would become interested and help them, René being one of them. All of us would sort of pat them on the back and try to help them iron out some of their internal problems and their organizational problems.

Out of that Rick started a thing where the alternative agencies got together as a group to unite behind their own needs; that started in the Communications Council because of his interest and because of the people who had come there. They would stay on after the meetings and work on their own problems. It was a handy meeting place.

Morris: How substantial would you say would be the financial help that Crocker Bank would make?

Sibley: I don't think it ever gave anything away, but I think it was very helpful in long-term finance and in short-term financing of some of the programs. I know that it was very helpful to New Bridge when it was known as Bridge Over Troubled Waters. I know that Rick used René as a guiding light a great many times on matters financial. That's true of the Y too. The Y found René a friend. Of course, he isn't there any more and we all miss him very much. He has a new job. He was working for a while for a manufacturing company on Eastshore Freeway, but I don't know where he is now.

Berkeley Summer Fund

Morris: I had some contact with him about a year ago. He had a file of materials from the Summer Fund which he donated to The Bancroft Library.*

Sibley: Oh, good! I wondered where that file went! [Laughs] I still have some things for that that should have been in the file.

It was very difficult, because the last few years of Ruth's life, she and René and I had been sort of the distributors; we would grant the money. Groups could write a letter to us and we would decide how much we could afford to give. It got so it was a matter of I would call Ruth and I would call René and we would discuss it over the phone. I had to talk to René and have him send out the check and so forth. I don't think we did as good a job as we could have done, as we did do when we had more money to dispense for one thing and when we were a little more organized.

Right up to the end I think the money did a lot of good and then, as you know from Ruth's memoir, I can't remember which one of us suggested it but we said, "We really don't think that there are that many agencies right now that need our money so we thank you for your past generosity." Of course, if Prop 13 had come in we probably would have changed our minds! [Chuckles] So we did write them a letter thanking them for all their help. Ruth said she got loads of letters saying, "That's the first time we ever got a letter saying thank you, we don't need money anymore." [Laughs]

Morris: The Summer Fund started in 1969 about the same time the Communications Council started. Was it an outgrowth of the Communications Council?

*In the Ruth Hart papers.

Sibley: I would say that a group of us got together after the Communications Council and said we ought to do something and we sat down in a corner and started it. Amongst those people were Fred, Ray, Norm (I think Norm was still alive then), Ruth, and I. We were sort of the leading spirits in it and we put together a list of names and we sent out a letter. Then Trudy Washburn got interested and she said that she'd try to get Scottie Newhall (the man who ran the Chronicle) interested. And he got wonderful pianist [Earl "Fatha" Hines] and we had supper parties ahead of time at different people's homes to sell tickets and it was really a great night. We didn't sell out. We'd hoped we'd sell it out. Then there was an anti-war fund or something on the campus or civil rights fund and they gave us a thousand dollars because they liked what we were doing and they had known about it through the Communications Council.

Morris: Was this students?

Sibley: Yes, a student thing.

Morris: What was your purpose?

Sibley: Our purpose was that we felt we knew that many of the agencies had no money for extra things in the summer time that made life possible and exciting for the kids.

A lot of it went for sending kids to camp or for having an expedition to San Francisco, hiring a bus, or that sort of thing. We bought baseball bats and gloves for a Chicano baseball team that didn't want to be part of the Little League because they couldn't speak English. We did quite a few things for the Y. Each year I think we did something for the Y and its teenage program. This last year we helped the Berkeley Women's Health Collective send two people to a conference. We helped the Berkeley Youth Alternatives with equipment. We did a lot in the way of buying camping equipment and that sort of thing.

I think the records that René has must show what we approved, but this year it was the Y, Berkeley Youth Alternatives, the Youth Hostel, and the Berkeley Women's Health Collective that were the four major recipients. We used it all up. We just said, "We're going to close the account." I found the other day some letters from a couple of the groups saying how much they appreciated what they'd received.

Morris: Great. If you don't want to keep them we can add them to your memoir.

Sibley: Anyhow, I think it was a very good thing. I don't know how many years we met. It must have been nine years.

Morris: It started in 1969.

Sibley: It ended in '77, so it was just about eight years--and never any great effort. We'd send out the letter. We'd ask for an application and this we did through the Communications Council. We'd say to the people at Communications Council that it was time to write a letter if some organization needed money. I think we also maybe put something in the newspaper asking if there were any special teenage need--and we tried to have it for summer programs. It wasn't always. Once in a while it went over into the fall. But the idea was that there was so little to do for children in the summertime here, and for young people, we wanted to make it possible for them to have excursions, camp, etc.

It was from the Summer Fund, too, I forgot this, that we got \$500 to look into the summer problems in Berkeley and that's when the Youth Hostel got suggested.

Morris: Was it also interested in alternative kinds of summer activities?

Sibley: Yes. I think the great part about the Communications Council was that it really did communicate. When there was a need then maybe we would form an ad hoc committee to try to fill it like the drug one, like the ad hoc committee when we got the Youth Hostel started, after Brunetta Wolfman's report came in. All of those things--there was a wonderful exchange of ideas and a very earnest kind of approach to problems. I wouldn't have given that up for anything. It was an honest group of caring citizens of all walks of life. Not too many blacks; we tried to encourage them but we didn't have too many.

Morris: Is your observation that in general minorities are not that comfortable with what might be called an alternative approach?

Sibley: No, I don't think so. I think that they were busy and I think that they were pretty harrassed by their own jobs. We did almost always have a young man who called himself The Bishop who came from the program that's located in South Berkeley, the Young Adult Project. He came quite regularly. Every little while some black people would show up, but they weren't regular participants.

Most of the regular people came almost every time. They always came when there was a special subject that interested them but a great many people came just because they knew that vital subjects would be discussed. I brought a friend from New York City one time to the meeting and she said, "This is the most interesting meeting that I've ever been to in my life." That was in the heyday of it. Since then I think we've become less fascinating; but still discuss important people problems. We almost always had a representative of the police department there.

Morris: They still do.

Sibley: Right, and I think that's important. I think that may be in Ruth's book.

Morris: Yes.

Sibley: It would have been such fun if Ruth and I could have talked across you about a few of these things because I think her memory was weak on some things and my memory is weak on some things.

Alternative and Establishment Ways of Working

Morris: When you're talking with somebody who was there too, you each remember different things. I'm interested in the idea of alternative agencies and the counterculture. That idea has gotten a lot of publicity and a lot of research.

Sibley: I think what that was, was these young people who really were very caring young people like Rick and the Peace Brigade people and people like Sue Bookman who heads the Berkeley Own Recognizance thing. They were eager to get in and help where they saw a need and if they saw a need, they did everything they could. They worked for nothing a lot of them, a pittance. I can remember that when Rick got on a regular salary down there at Berkeley Youth Alternatives, he gave \$25 of it immediately to the Summer Fund and \$5 immediately to A Dream for Berkeley because he didn't know what to do with his money! He never had money like that before. [Chuckles] People like the ones who ran the Jewish Center on campus.

Morris: The Streetwork Project?

Sibley: The Streetwork Project. They worked like dogs--they didn't work like dogs, they worked like human beings--but they worked so hard and with so little pay and were constantly struggling to be funded. We didn't do much about the Free Clinic because it was a very much stronger movement on its own. But they used to come and tell us what their needs were at the council. We never gave them any money, but we always asked them if they needed any for the summer program and they never applied so we didn't give them any. Somebody said later, "You never give us any money." [We said], "You never applied."

Morris: How is that different from somebody like yourself starting the Freedom Fortnight or the Appreciation for Excellence in Youth?

Sibley: It isn't so different excepting I think we came from different backgrounds. I came from a more structured background. I can remember when New Bridge was started, it was started because two

Sibley: young men saw a drug problem and they wanted to do something about it. They came to talk to me about it and I helped them get organized. By this time I was more of an organizer than I was anything else.

Morris: Was this in its original creation as Bridge Over Troubled Waters?

Sibley: Yes. It's been going now for a good many years and it's doing very well at this point. We've had our ups and downs, too. I'm trying to get off the board but they say they need me for continuity purposes [chuckles] and also I'm the only woman.

Morris: Why didn't they go, say, to Herrick Hospital?

Sibley: This was one of the things that we discussed at Communications Council. They would say, "We don't want to go into one of those sanitary places where you sign your life away before you get in. We want a place with color and informality. If it's a clinic, why don't they make it attractive so the young people will come if they're going to talk about their problems with venereal disease or pregnancy or anything else."

I even remember at West Campus they fixed up a room there not for these purposes, but for informal discussion and they had great huge red and blue and purple pillows all over the place. This is what they wanted. This was part of the culture and they just didn't like the formality and all of the administrative detail that went on at a regular hospital.

I think the Free Clinic, from what I know of it, has done a very good job in Berkeley. I think they've earned a good reputation and I think they deserved it. They were born of that era when many people didn't have enough money to go to a doctor and, of course, they never had money demanded of them. If they could pay, they paid something.

Morris: The Free Clinic has from its beginning--in fact, I think its beginning was connected with full qualified medical personnel.

Sibley: Oh, they have full qualified medical personnel.

Morris: They had doctors that were backing them up.

Sibley: Right. I can remember when we let them use that place on either Haste or Dwight (I don't remember which it was) behind McKinley School. One of the things we said, "We just want to be sure that the medical things that are going on are the kinds of thing that is going to be really good, not second rate." Also, the psychiatrists and people like that who ran the Rap Center because this was not only a very popular, but very needed kind of service at that time.

Sibley: They had really good people in there. So I have great admiration for the Free Clinic. I've never really had much to do with it, but from what I know--

We had a Dream meeting at the Methodist Church last year and we sent the people on a tour of the Free Clinic. It was a mental health program we were discussing upstairs and they went on a tour of the facilities downstairs. I was so busy with the meeting I couldn't get out with the tour.

Morris: Do you think those alternative agencies are now a permanent part of the community?

Sibley: I think they should be. I think they're still so struggling for funds that it's pathetic. Like the [Woman's] Refuge. That's an alternative agency. It's within the YWCA but it's an alternative agency really if we're honest about it, and the Berkeley Women's Health Collective got started that way, and the Berkeley Women's Center was there.

They always resist being part of an old line agency because they're afraid they're going to be told how to do things and they want to do things their way. I certainly think that the Youth Hostel and the Streetwork Project, which is now called something else are ongoing programs.

Morris: You mean Berkeley Support Services?

Sibley: I haven't been on that Hostel board for about four years now so I don't really know too much about it, but I have great admiration for Howard Levy, one of those who started the Streetwork Project.

Every one of those alternative agencies grew out of compassion for the people that they saw needed help. Gus Schultz up at the Lutheran Chapel is one of the people who's been helpful in all those alternative agencies and, of course, hosts the Food Project there. When it was down at Ray's church I managed to get through the school board, we managed to get food at special low prices through the Department of Agriculture. We had to say how many people and what agency they were and make up a statement and all this. We did do that and we got quite a bit of the food that way. We were helped by somebody from the health department of the city, and the schools.

Morris: What does that say about the existing established agencies like the health department and the YWCA and Herrick Hospital?

Sibley: I think it picks up where they leave off and reaches needs that they, because of their more structured circumstances, aren't able to do. I'm thinking now of the health department, not the Y. They have very definite assignments and they have a guideline as to where they spend money and what they do and who does this and who does that and it leaves them very little freedom to do the extra things. At least this is my impression.

However, I have never found in anything I've gone to them about that they don't lend a sympathetic ear and if they can help they're willing to help. But there are always strictures about what they do. I really think that in the alternative agencies, one of their major strengths is that the strictures are not there. That's my guess. I also think it's pretty tough.

Morris: That's another benchmark. They have a tough time financially.

Sibley: They have to spend half their time writing grant proposals and going to the city council and asking for money or the Alameda County board of supervisors and asking for money.

Morris: Or to the foundations.

Sibley: Yes, any of those things. It just seems such a shame for these idealistic caring young people who want to do face-to-face service kind of things that they see a need for, to have to spend half their time struggling for financial support. It's very, very frustrating to them.

Morris: You mentioned discussions on the internal personality problems within the organizations. Is your sense that those intra-organizational problems are more intense than they are in a more structured, financially comfortable organization?

Sibley: I don't know. I think, unfortunately, that being in the human condition that there's always a great desire to do things one's own way and reach into whatever pocket you can. I felt this most keenly because the man who used to be the head of Mademoiselle dress shop, Julian Cohen, and I were the ones who were appointed to start the ad hoc committee on drug abuse. We lined up people from every kind of agency and the one thing they all wanted was for their own special program to have priority in getting funds and in receiving public support. There was no sense of "We're going to do this together." We tried our best to do this, but no, each one had his thoughts and his little priority and he didn't want to tell you about somebody he thought might give money because he wanted to get there first.

Sibley: I don't know that this is true of the more established agencies but certainly the struggling ones. Certainly the YW was struggling. But I think this is what Rick tried to do in establishing that group of alternative agencies, that they would sort of pool their efforts toward getting funds for their various needs, which was not true of the drug thing. This committee only lasted two years. Bob McNary and Carl Mack were chairmen of it. We had a couple of good meetings and we had some movies on what happened to you in different drug situations that were shown down at West Campus all day long one day. We gave them soup and apples for lunch and things like that.

I felt very frustrated by the leaders' unwillingness to cooperate at the actual treatment level. Cooperation was a nice word but it wasn't one that we practiced well. I can't even tell you who was involved at this point excepting that we ran into this problem all the time. So that only lasted two years and whether it did any good or not I really don't know. I was very discouraged by it.

Morris: I remember that kind of feeling about it.

Sibley: I think that both Bob and Carl--Bob was willing to work on this committee because he had seen so many young people through his undertaking agency who had unnecessary deaths on account of drugs. Carl, because he had a son who had the problem. So they both were very willing to work and we had a good thing going. We had a couple of good--maybe 100 or 150 people at seminars where we presented methods of treatment and what the different programs were and questions and answers. But as I say, the thing that it actually came down to was that nobody wanted to give up his own territory. That's the trouble when you're independent and get started on something.

Starting A Dream for Berkeley

Sibley: You asked what was the difference between them and my Freedom Fortnight. I think mine was more of an idea kind of thing, that I wanted to get people interested in getting back to what really were the essential values of living in a democracy like ours (that was what Freedom Fortnight was about) as opposed to what I had seen in Russia. The Dream is still a continuation, I think, of many of those things. I had gotten to know the counterculture people, the black people, the Chicano people, the old people, and the young people and I wanted to keep that going as a way of building a community of trust between all those people.

Sibley: I think in a sense we've succeeded, but I think we're very small potatoes really. [Chuckles] I think the people that go get a great deal out of it. I think we've had marvelous cooperation from the people we've asked to participate. We had a Rosenberg Foundation grant for three years when we ran the Jobs for Youth program. It's not the same thing that Ruth [Hart] was talking about. It's a different Jobs for Youth program.

Morris: Yes, I'm aware of that.

Sibley: I don't think the one she had was called the Jobs for Youth program.

Morris: That's part of the problem. There is the confusion of names.

Sibley: It isn't the same one anyhow.

Morris: Yes, because the Dream's Jobs for Youth program was outside of the school district.

Sibley: We had our office in the schools, but it reached out into the total community. It was more of a job development kind of thing in trying to get more jobs available. Then we did get the schools to give us the office space. We had an interview area. It was near the career center. We really cooperated with the schools on the career center.

Morris: What's going on now is a federally-funded Jobs for Youth program.

Sibley: Yes, so we're out. I don't know that we helped even get that going, but that was the whole idea that we wanted to do.

What we did was that after we formed the Dream for Berkeley, in addition to wanting to build this community of trust, we wanted to have a project that would show to the community that we cared. So we had about four meetings to discuss what was the crying need and jobs for youth was the one that was voted the most crying need. Then we wrote a grant proposal to Rosenberg and for some wonderful reason we got it. It paid for an executive director and a secretary and a Jobs for Youth director and two people who went out into the community on the development of jobs and secretarial help--that went on for three years.

I remember when we got the grant, Ruth Chance, who gave it to us, said that she never dreamed that her very hard-headed board of directors would ever go for it but that they did and that they were glad people could still dream. [Laughs]

I just said, "I have a dream" imitating Martin Luther King. I said, "Let's think of a better name" and everybody said, "No, we like it." So it stayed A Dream for Berkeley--but not the Dream for

Sibley: Berkeley; A Dream for Berkeley which I think is quite different. In other words, a lot of people have dreams. This happened to be our dream.

Morris: That allows a pluralistic interpretation.

Sibley: Right, that's what we wanted to do.

Morris: You didn't feel that any of the organizations that you already belonged to was a vehicle for it?

Sibley: I think the Y could have been. I don't think they were interested. Actually the Freedom Fortnight program was sponsored by the Y. I was program chairman of the Y that year and I asked them if we could do it under the Y and we did. But we got a lot of other agencies supporting us too. We had seventy-five agencies involved in that program. Out of that developed Appreciation of Excellence.

Morris: I suspect that you would have been president of Standard Oil if you had decided to use your organizing ability--

Sibley: [Laughs] I would rather just do local things like this. It's more fun. It's very rewarding to really see things happen too. I'd like to get back if I were leading my life over again to more of the actual contact with the young people in the programs rather than the organizational part. But this seems to be where I'm more valuable.

Morris: Do you mean in the actual one-to-one case work?

Sibley: Yes, I like that kind of thing. I always did. But I do a lot of that on the side anyhow, just for fun. I have two young men with me here right now who came in last night and are going to stay three days. An awful lot of these kids--Jack Goldberg and his friends from the Bridge Over Troubled Waters would just come up and sit here on the floor and talk, talk, talk about all the problems they saw and this is something I thoroughly enjoy doing with them. I get tired, but I enjoy it!

Morris: I wonder sometimes how you make the switch from listening to somebody talk about their problems which usually rambles into their personal life and the kind of conversation that's fun and social. How do you then direct that into actual discussion of whatever it is--

Sibley: With Jack Goldberg and his friends it really resulted in the New Bridge, but it all started because we'd sit down and talk and talk and talk. Then they'd say, 'How can we go about it?' They had some idea of what they wanted to try and I gave them some names and it just sort of evolved. They were lucky enough to latch onto René way back in the beginning, and Ray Jennings helped too.

Morris: So the unfocused, generalized conversation really helps?

Sibley: You can focus it; you get it focused. Pretty soon you discover what they really want to know and what they want to talk about. It isn't usually just something personal. It's something they'd like to do and how do they do it? That's where I can be helpful. [Pause] I've decided that what I'm going to do is get off all boards and hang out a sign: Consultant. [Laughs]

Morris: I think that would be fascinating.

Sibley: Wouldn't that be fun? Free. I don't want to get paid for it.

New Berkeley Corporation

Morris: You've also served on the New Berkeley Committee, which later became the New Berkeley Corporation. Does that have any relationship to these other things?

Sibley: Well, Bill McQuiston came and told me that he had an idea for redoing downtown Berkeley and would I be interested in sitting in on the committee that was working on it. I don't know how I got to know Bill. We had the same cleaning woman for one thing. [Chuckles] He was a great friend of Elio Costello who ran the grocery store down on the corner.

He showed me pictures of what had been done in other cities and I was beginning to feel that we needed to do a lot about cleaning up downtown Berkeley in order to attract new business and keep other businesses there. I assume this was not too selfish but [there was] personal interest. I am a property owner. I do own rental property. I do have to pay high taxes. I would like to see the tax base broadened in the city and I'd like to attract new industry and in order to do that I think we've got to clean up downtown Berkeley.

I was on New Berkeley three years and I think they're moving so slowly. It's, again, a group of people with a lot of different ideas. South Berkeley is at one end and central Berkeley is at another. Some of us have been trying to plan so that we'll do what we can in both places and have them come together in the middle. Steve Oliver is no longer on the board and I think it's a real sad thing because he succeeded Bill as the person who was in charge of it and he was very level-headed and very open. Bill has gone back on the board, thank goodness, because I think he was important. But we've lost our executive director and I think there was sort of a friction on the board.

Sibley: No, I was really interested in that as I am interested in Berkeley as a beautiful city to live in and to own property in and to get the taxes down. [Laughs]

Morris: As a facility or physical setting for the kind of personal--?

Sibley: Yes. Well, what they had in mind (and I really feel they have gone about it in a way that hasn't sold the public to what they're trying to do) what they had in mind was to find where the places are that are not really very good looking and attractive and see if there could be some scheme worked out where they could all be brought into focus so that they would be part of a more unified downtown area where there could probably be a couple of bridges over the streets and some upstairs outdoor restaurants in the summertime that could be closed in the winter or whenever we have the rainy season. That could attract maybe a craft center with demonstrations going on in some areas and bring in--well, we've got plenty of restaurants.

That's the thing we've discovered that's one of the things Berkeley has plenty of now. They didn't use to. Small business. Make a unified whole. One of the things we've been in constant contact with the university about is considering a small convention center right at the entrance of the university where'd there'd be a small hotel and rooms for meetings and seminars and restaurants (a cafeteria kind of thing), because thousands of people visit the university every year or two on one kind of business or another. They can't drive up on campus anymore, so we were thinking of an underground garage there.

Morris: At the top of University Avenue?

Sibley: Yes. Representatives of New Berkeley went around and talked to every single department head at the university and asked if he thought it was a good idea and would his department be served by it. They all said yes, every single one of them. The university has cooperated in giving us office space and office equipment and letting us use their duplicating machines and things like that, so they've really been very helpful. I don't know who's representing the university now, but we've talked about the university a lot. Jan Erickson was on the committee representing Hink's because she was working at Hink's at the time and she also is very close to Chancellor Bowker and to the people up there, so that she was one of our liaison people.

I still think it's a very good idea but I just decided that it wasn't the thing I could spend my energy on right now.

XX SCHOOL AND COMMUNITY INTEGRATION: ACCOMPLISHMENTS AND
SOME REGRETS

Morris: That's a good hook to ask a wind-up question. What important things do you think have been accomplished since the mid-fifties from the point of view of your activities?

Sibley: That's hard to say. They've had their ups and downs certainly. I've really felt, and this is not meant as a criticism of the present, you just asked me what I thought had happened. I really felt we had an excellent school system going and I thought our integration was working well. I thought that we were offering a good education to the kids, and I just feel torn apart when I realize how many of the things had to go by the board. I'm not sure why. I'm not passing any blame or making aspersions. I just don't know whether we could have done any differently, whether there was careful enough planning as a follow-up to integration or whether there was just too much diffusion of effort on the experimental schools which were really one answer too to the problem of integration.

Somewhere along the line, this terrible battle between administration and teachers has never been resolved in a way that has let it again be the unit which I thought it was, at least for the first six or seven years I was on the board. I can remember going to the first meeting of the first strike where Arnold [Grossberg] was away and Dick [Foster] was away, so Hal Maves and I had to meet the striking teachers. I can remember some of the people in the back of the room yelling out, 'We supported you when you ran in the recall election. Why can't you support us now?'

I had to say, "I don't think we're not supporting you," because it seemed to me we were doing a very good job with the teachers. But that was sort of a turning point. That would have been in 1970, I guess. Then I started to feel more and more a breach between the teaching staff and the administrative staff.

Morris: This was a strike that didn't fully materialize as the one in 1976 did.

Sibley: The teachers marched on 1414 Walnut Street, carried banners-- "Foster Freeze" and other such--they knew he wasn't there. This was when the blacks did not participate because they had just been coming into the scene as regular members of the teaching force and the administration and Hazaiah [Williams] very cleverly got them not to march. At least they didn't show. I think that was the beginning of the rift.

Then I think the experimental schools got out of hand. I don't know why. I think we tried too much. I think the jealousy between the people that had the money and those that didn't. This was one of the things that Jay Manley and I were talking about yesterday. The experimental schools had \$200 for each student in the school that came out of the experimental fund and they'd be side by side with other programs in the school that were having to live on exactly the same amount of money that they'd been getting and there was a jealousy that grew up, a normal jealousy.

Jay said that he felt the old line teachers at Berkeley High School just couldn't stand the young teachers with their new ideas and their experiments and everything else and there was just a feeling. He said to me something I thought was very interesting. He said, "Dick Foster said, 'Whenever you have any problems, just come right to me about them.'"

That was one of the things that Tom Parker told him. He said, "You went right to the superintendent. The rest of us don't do that. We go through the principal." There was this beginning of things going like that. That was when Cliff Wong was principal. I think Emery Curtice had just finished and Cliff Wong had just come in. I really need a chart for when all these things happened!

##

The traveling I had in those years also fits into what I was trying to accomplish. In a sense this was the ongoing part of it because of the things I would learn when I traveled and tried to put to use when I got home or to use as a manner of trying to explain how countries function to people who hadn't had the opportunity to go yet. Maybe they didn't want to go but at least they might be more understanding of what other people's problems were.

Morris: In your traveling, particularly in the United States in recent years, do you feel that other cities have the same kinds of problems with their schools that Berkeley has?

Sibley: I don't think that any of them are identical. I've been invited to go to about five different cities as a sort of a consultant to talk to them. I think that it's undoubtedly true that they're having problems. The thing I always say at the beginning is, "This is how we solved it, but I'm not saying it's how you should solve it because Berkeley is a very different city with physical limitations. It's small and the bus rides aren't long."

I'm not sure that I would ever advocate that children be on a bus an hour a day to go to school in order to get an integrated school system. I'm not sure that's a good thing. I'm not sure that a lot of the things we did could be done in other cities because I think we had a marvelous base (I still call them Negroes) of black people who really cared and were willing to work with us, which is not the case with a lot of people. We had people like the Rumfords, like Kathy Favors and Harriett Wood and all these really very caring, very intelligent, very leadership-quality black people who could work with people in the white community who cared as a team and this isn't true in a lot of cities. They don't seem to have that.

Morris: In Berkeley there was a fair-sized black community.

Sibley: A very good black community, even before World War II. Then, of course, it increased tremendously because of the people that were brought here to work in Richmond during the war and at the docks and the shipping yards. Many of them went back to the South and then came back. They liked it better and they came back.

Then after we did integrate the schools, this is one of the things that to me is fascinating, so many people who wanted their children in integrated schools came in and immediately started being black militants in the schools and destroying the goodwill we'd built up between the two communities--somehow fraying it; fracturing it. They hadn't "gone through the process." They hadn't realized how much we could work together and so they suddenly came in and made their demands. Those were not the old-line people who had been here during the planning for integration as far as I know.

Morris: They were mostly people who had been here for a shorter length of time.

Sibley: Yes, that's right and that haven't gone through with the whole process. This is one of the things that I think is important to remember.

Morris: Do you think perhaps that some of the people with a more militant approach came to Berkeley because they knew we were in the process of integrating the schools?

Sibley: I think so. I think it was after we were in the process. Then I also think that we did something that I think was a good thing to do; I can remember, particularly with Jerry Gilbert, how we trained parents as to how they should go to city council meetings and go to school board meetings and express their own concerns in a pretty positive way. I think that that became very contagious and I think it sometimes became very difficult because then you had far too much going on at any school board meeting or at city council meetings.

I don't know that you can have too much participation but it was repetitive participation, so that if somebody said an idea, somebody else might get up and say the same idea in another few words and have the feeling that they were participating. I think we encouraged that and I think we encouraged it to such an extent that it became an excess without a lot of thinking or preparing behind it, but a lot of emotion and a lot of caring.

Morris: Is there ever a time when a militant approach of pounding on a table does accomplish something?

Sibley: I think it brings things to people's attention certainly, but I think you've got to then take that and really look at it carefully on both sides and see where you can compromise or adjust and where you can get the money--just what we tried to do when the students made the ten demands for the Black Student's Union. We asked the superintendent what could we afford, what is legal, what can we do with the present staff, what new staff would we have to get, and how do we get the money for it? But recognizing right away that eight out of the ten demands were perfectly reasonable, sensible things to do. It would have seemed far better if the people had said, "Look, we've gained eight-tenths of what we've asked for and we're going to get it"--instead they kept demanding, demanding, demanding. That made it very difficult to answer their demands. Of course, the word "demand" didn't help either. That was the era of demanding.

Morris: Was the result that they didn't get all eight of the demands?

Sibley: No, they did get all of them. They got all eight but the thing that I mean is that that didn't satisfy them at all. They immediately began to think of other demands.

Morris: They wouldn't stay with one area of discussion?

Sibley: Then we had some unfortunate things where we had a few teachers who really taught hatred between the races and it was very difficult to handle. I got involved in trying to handle it. I wasn't very successful and I talked to both Dick [Foster] and to Laval [Wilson]

Sibley: about how could they get rid of people like that, because they were really causing terrific dissension and terrific feelings while we had thought we were trying to make people understand each other, appreciate each other, and then suddenly here were some people coming along and saying, "Hate whitey."

This was a very difficult thing to handle because meanwhile comes reverse racism, accusations of racism, and most of us don't like being called racist when we don't think we are and so it becomes a very hot issue and a very difficult one.

Morris: How did the superintendents respond?

Sibley: One of the things that I found very interesting that Dick told me (but he never broadcast it) was that when Dick Hunter left Longfellow and went up to do his dissertation towards his masters and do other things, he did a paper trying to prove that black teachers could teach black kids better than white teachers could teach black kids. But what he found out was that if you are a good teacher you could teach any kids. That was never publicized in this school district, which I thought was just a shame.

The other thing is that when I went to see Laval, I said to him, "I feel that this is something you should look into immediately, that this sort of thing is going on, particularly at the high school." I named names which I won't do now. He said, "Carol, I know that. I've already been told it and I'm just helpless"--about getting rid of this particular person because then there would be such an uprising on the part of the black teachers and he was a new black superintendent. I think Dick should have got rid of him before Laval came. He could have done it. I don't want to go into any more detail excepting to say that there was a problem and still is.

Morris: The business of getting rid of a teacher who is not suitable for whatever reason--

Sibley: We had a teacher one year who had come drunk to class a number of times and completely unprepared at the adult school. The school tried to get rid of her and the lawyers defended her and the teachers' association backed her, and so she's still teaching, which to me is outrageous.

Morris: This is something that's never been discussed with the leaders in the teachers' union?

Sibley: Oh, yes. It's been discussed. But if a teacher has tenure, that's the most precious property in the world and apparently they're scared to death that we're going to start doing this to a lot of teachers.

Sibley: They said it wasn't sufficiently documented. It was signed by every member of her class. The principal of the adult school also felt that it was absolutely necessary not to have this particular teacher stay, but she was allowed to stay. I don't even know who she is. I'm just giving you a circumstance here of what happened. I personally asked not to know who it was because I was no longer on the school board.

Morris: About racial integration in general--

Sibley: I still think that Berkeley's way ahead of most cities as far as the relationships between the various components of the community. I think that we've begun to realize that we have a pluralistic society, that we all have something to contribute, that there are bright and caring and lovely people in all sections, and that we better keep on working on it on this basis. Really, that's what the Dream is all about.

When you look at Berkeley and you realize we have a black mayor, a black city manager, a black superintendent of schools, we have three black people on the city council and two on the school board, and of our principals two are Oriental and one Chicano, and about half the rest white and half black--this is a city that has really followed through on trying to give everybody an equal opportunity no matter what their race is. I think that's a very important accomplishment. I wish people would appreciate it more.

I think it's too bad that people still think--you go down to city hall and I'm willing to bet you that two-thirds of the employees down there are black and they're all very bright and competent. I'm not criticizing this, but I think people don't realize how much of an effort has been made for affirmative action in both the school board and the city council and city government. I think that we're all working together pretty well. I don't think we really have racial problems so much anymore. I think we still have some in the schools, but I think that's normal. They are more economic problems.

I can remember Allen Young, who was a counselor at King, saying, 'Most kids when they're twelve years old get into scraps with each other and it only becomes something we notice and pay special attention to when it's a black kid and a white kid.' They might just as well have been two black kids or two white kids, but immediately it's a racial incident if they're two different races. He said, 'I think it's the most normal thing in the world for twelve-year-old kids to do a little fisticuffing out on the playground and it's not necessarily a racial incident at all. It's a kid incident.'

Sibley: Of course, my feeling is that the sooner we can get everybody to say we're all human beings and forget what color we are, we're going to come a long way. I think the blacks have tremendous amounts to contribute, but I also think the whites do. I think that we've been leaning almost too far. We've almost been self-denigrating in some ways in the white community. I think that this is too bad because I think that we should say, "These are the good things that we have to contribute." I think that's true of the Chicanos. I think the Asians have just gone their own way and done very well. They ask for things but they do it in such a polite way! They're so reasonable in so many ways. Of course, they've had good leadership which helps too--Jim Louie and some of the other people.

Morris: Why didn't he succeed when he ran for the school board? We haven't had an Asian.

Sibley: He wasn't that well known. I think that was it. [Pause] Jim's a fine person. He's now on the merit commission of the schools. I think he's chairman of it. I backed him for school board. I don't remember whom he ran against that year. I think it was when Margaret Watson and Louise Stoll and all of those pretty high-powered people ran.

Morris: Why has there gotten to be so many candidates running for--?

Sibley: I don't know. There were five who ran for two spots when I ran and that's been about the number--five or six or seven. Then, of course, I think there's been a lot more interest in the schools in the last twenty years. I ran in '61.

Morris: I think we've covered a tremendous amount of territory here.

Sibley: We surely have!

Morris: I hope I haven't worn you out.

Sibley: I hope I haven't worn you out. I hope that you've got some feeling of structure behind all this. I think it will fall into place.

Morris: It will.

Sibley: We really have rambled, but it's all been interconnected.

Morris: It is interconnected and I think it gives an awfully good picture.

Sibley: It's been very satisfying to have this chance to reminisce and place things throughout my life in some perspective.

[End of Interview]

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APPENDIX I - Vitae , Carol Bates Rhodes Sibley (prepared for Wellesley College Alumnae Association, 1975)

- Buffalo, N.Y.
1902-1919 Born April 4, 1902. City Medalist in both Grade School and Lafayette High School. Valedictorian and Class Poet. Graduated 1919. Activities included Y.W.C.A. and leader of clubs at the Buffalo Orphan Asylum.
- Wellesley College
1919-1923 Freshman Song Leader, May Day, Float Night and Tree Day Committees. Worker at Dennison House, Boston. Vice President, Christian Association, Village Senior.
- Summer 1923 Grand Tour of Europe with my family.
- Massena, N.Y.
1923-1928 Married December 28, 1923 to S. Paul Johnston, M.I.T. 1921, and settled in Massena, N.Y. Two children-- Mary Carol, born 1925; James Irvin II, born 1927. (Mary Carol graduated Wellesley 1947. James graduated University of California, Berkeley, 1949, after two years in Navy.)
- Pittsburgh, Pa.
1928, 1929 With Marjorie Schoeffel, Wellesley '23, founded College Club. Massena

Busy with small children.
- Westfield, N.J.
1929-1940 Moved to Westfield in depth of Depression. Served YWCA as Chairman Girl Reserves; Class leader, Young Adults. President, 1937-1940, College Club; Chairman Drama Group; Chairman Money-raising events. President 1938-1940.
- Washington, D.C.
1940-1941 Chairman, Money Raising event for Washington Wellesley Club. Chairman Child Welfare Committee, League of Women Voters.
- Wellesley, Mass. Divorced from S. Paul Johnston, August 1943.
- Wellesley, Mass.
1941-1943 Alumnae Secretary 1941-1943; travelled to nearly every Wellesley Club in the U.S.A. because alumnae could not come to College and President McAfee felt it was vital that they be kept in touch. Helped develop the "Acquaintanceship Plan" with Anne Wellington, then Director of Admissions; Editor (with excellent staff) 1942 Wellesley Record; worked with Political Science Department to secure residences for Wellesley students on their first internships in Washington, D.C.

December 6, 1943, married Robert Sibley, but did not move to Berkeley until June 1944.

Edited Wellesley Magazine
Activities

Berkeley,
California
1944 -

Red Cross - (Had trained in Washington, D.C., to work in Home Service). Case Worker three full days a week until end of World War II.

YWCA - Young Adult Chairman; Centennial Chairman; Chairman, Members and Friends (the money-making arm); Chairman, All Association Program; Lunch Room Manager; Chairman, Volunteers. President, Board-University YWCA 1945-1962.

United Bay Area Crusade - Residential Chairman, City 2 years, County 2 years, Board of Governors of the Bay Area Crusade for 6 years, Secretary 1 year; Member Special Gifts Committee, Alameda County Crusade of Social Planning, two terms. Vice Chairman and Chairman, Public Relations, Alameda County Crusade. Member, Semi-Centennial Celebration Committee in 1973. A Founder and Chairman, Berkeley Volunteer Bureau.

Educational Activities

Board of Education, Berkeley Unified School District, 1961-1971. Won in a Recall Election called because I advocated integration of the schools in 1964. Twice Board President.

Participated in many Seminars on Relevant Education, Special Concerns of Women, Special Education, Integration. Served on Board of California School Boards Association - on both Curriculum and Teachers Training Committees.

Social Welfare

Served 10 years on Board of California Association of Health and Welfare, Chairman (once) and Coordinator (once) of its state-wide conference. President 1963 and 1964. Participant at numerous conferences, panelist (usually on "Involvement or Volunteerism.") Served often as trainer of volunteers.

Services Department

Alameda County Commission on Facilities for the Mentally Retarded. Chairman, Education Committee; Vice Chairman and Chairman, Editorial Committee; Vice Chairman over all committee, 1960. - ;

Founder of "Freedom Fortnight" - a two-year project to encourage students to study and understand the Constitution and the Bill of Rights. Motto - Freedom Is Everybody's Business. (This was done as a reaction to a trip to Russia.) *Involving 75 local organizations*

Founder: Appreciation of Excellence in Youth, an answer to the recommendation of the Mayor's Committee on Children and Youth which urged that young people be praised and rewarded for the good things they do, rather than that just the bad things be noted. Now in its 13th year.

15

Founder, 1970: A Dream for Berkeley. An organization dedicated to building a Community of Trust across all the cultures, ages, and races in Berkeley.

Travel

Twice to Central and South America.
Four times around the world (twice alone).

Six months in Europe in 1971, accompanied by grandson.

Three months in Europe in 1974, accompanied by granddaughters and grandsons

All over the U.S.A. and most of Canada.

Have lectured both professionally and as a volunteer on Africa, Russia, The Middle East, and Fabulous Islands of the World.

Writing

About 48 articles for the California Monthly on subjects of special interest to women, 1944-1949.

Co-author with Robert Sibley of California Pilgrimage: A Treasury of Tradition, Lore and Laughter, 1950.

Writing - Continued

Author, Never A Dull Moment, Story of the Berkeley School District, 1950-1972. Paperback. Published as part of a Health, Education and Welfare Department Project, December 1972.

Miscellaneous

Hostess to Foreign Visitors to the United States (Russian, Malian, Oriental). (We have interpreters, for I am a very poor linguist.)

*Reg. by Directors: Junior Achievement
The Bridge 1971-75
Honors " " New Britain, - 1973-1975*

1959 - Theta Sigma Phi, Honorary Journalism Society. One of four Matrix Table Award winners from the Bay Area, for Distinguished and Devoted Service to the Community.

1960 - Honorary membership in County-wide PTA for Outstanding Service to Children and Youth.

1965 - Council of Civic Unity, San Francisco to Berkeley Board of Education (Carol Sibley, President) for "six years of dedicated leadership in behalf of integrated education."

1967 - Alameda County Education Association Public Officials Award, for Outstanding service in Public Education.

1972 - Award presented by the National Council of Negro Women, Inc. Life Membership Guild in recognition of Service Education and Human Relations.

1973 - Benjamin Ide Wheeler Award given every other year to Berkeley's most useful citizen.

1973 - Alameda County Council of Churches Award for leadership in Human Relations.

*1975 - Alameda ass. award for Public Service
Given to 4 Alameda - from the En*
Honorary Memberships: County

Athene of California (a local business women's group). Delta Kappa Gamma (a women's Education Sorority) Class of 1938, University of California.

1975-78

Present Commitments

Board member: Bridge Over Troubled Waters,
a residential Drug Rehabilitation Program.

Member (appointed by City Council) of the
Community Affairs Committee of the University of
California and of the City of Berkeley to work
on problems of mutual concern. Chairman of its
Housing Task Force.

Board member, 4 yrs. New Berkeley,
Berkeley.

Member Affirmative Action Committee of the
East Bay Regional Parks. 3 yrs. - resigned 1977

Member Advisory Committee, Berkeley Community
YWCA.

Chairman, A Dream for Berkeley, an organization
built to try to establish a community of trust
between the many ages, races and cultures.

Member Executive Committee of the Berkeley
Summer Fund and the Communications Council.

BoR - New York

Just finished two years Membership Chairman,
First Congregational Church, Berkeley.

Paid Jobs

1922 - Director of Young Women's Club, Chautauqua,
New York.

1941-1944 - Director, Wellesley College Alumnae
Association.

1958-1963 - Lecturer.

1971-1972 - Community Consultant on staff of DEEPS,
a special outside evaluation body for the
Experimental School Program in Berkeley,
under H.E.W.

1958-1974 - Owner and manager of 20 units of
apartments.

Hobbies

Travel, Reading, Redoing and Redecorating
Apartments, Fixing Flowers, Young People--especially
my nine grandchildren and one great grandchild (age 3).

APPENDIX II

Alanoke Garden at 1777 LeRoy Avenue
Berkeley

Professor John W. Gregg, for many years landscape engineer for the University of California and a noted landscape gardener, was invited to the Sibley home at 1777 LeRoy Avenue in Berkeley to make an appraisal of the garden and he tells something of the rare trees and shrubs there to be found.

On being shown around the garden Professor Gregg said that many times he had brought his classes in landscape gardening over to this particular garden as one of the best show points in Berkeley for the collection of rare trees and shrubbery and the arrangement of the layout.

The garden contains two examples of the most famous trees in the world, namely the *Sequoia Sempervirens* and the *Sequoia Gigantea*. It will be recalled that the *Sequoia Sempervirens* is the one that constitutes the famous Big Trees of California along the Redwood Highway toward Eureka and is indeed known as the Redwood tree, the tallest type of tree in the world. The *Sequoia Gigantea* grows high up in the Sierra Nevada Mountains, particularly at Mammoth. They are the most massive trees in the world. Both of these types of *Sequoia*, the *Sempervirens* and the *Gigantea*, represent the oldest living thing, some of them running back two thousand years ago in age.

Pansies are to be seen in lavish profusion in their season as also are *Seineraria*, Snap-dragons, *Rhododendrons*, Tulips and Camellias. The *Rhododendrons* constitute a particularly rare group among the varieties to be found - the lily-white blossom known as the Himalaya *Rhododendron*.

Among other trees to be found in addition to the two principal varieties of *Sequoia* previously mentioned is the Berkeley Oak, with its massive stance of limbs and beautiful green leaves. Redwood trees in the North portion of the garden tower heavenward with beautiful *Misteria* climbing over their limbs and blossoming forth in brilliant array during early spring. The Pepper Tree, famous in California for its foliage and pungent, scented leaves adorns the rear entrance of the home.

In the front portion of the garden along LeRoy Avenue within the garden wall may be found the Italian Stone Pine. Professor Gregg particularly marked this as a rare Italian transplantation. Nearby may be seen a healthy specimen of Portugal Laurel.

The garden as a whole is laid out with stately, dignified, pathways, brick-paved with Box Hedge adorning the edges of the walks on both sides. At intervals along these walks appear beautiful Irish Yew trees with their spire-like branches. The English Yew trees with their majestic spreading branches appear also at infrequent intervals. The Irish Yew with its straight-up foliage and the English Yew with its spreading foliage make strong contrast in this array. *Misteria* not only blossoms forth in gorgeous array from the Redwood trees previously mentioned, in early spring, but also trails in profusion over the stump of a massive oak tree and over the shielding canopy of a small fountain in the extreme north portion of the garden.

A Mattrees Vine completely obscures in its all-enveloping foliage an oak tree trunk as one looks from the front entrance toward the North, while from the dining room porch entrance the Catherine, or pink flowering locust, grafted years ago upon native stock, offers gentle and refreshing coloration to the garden scene.

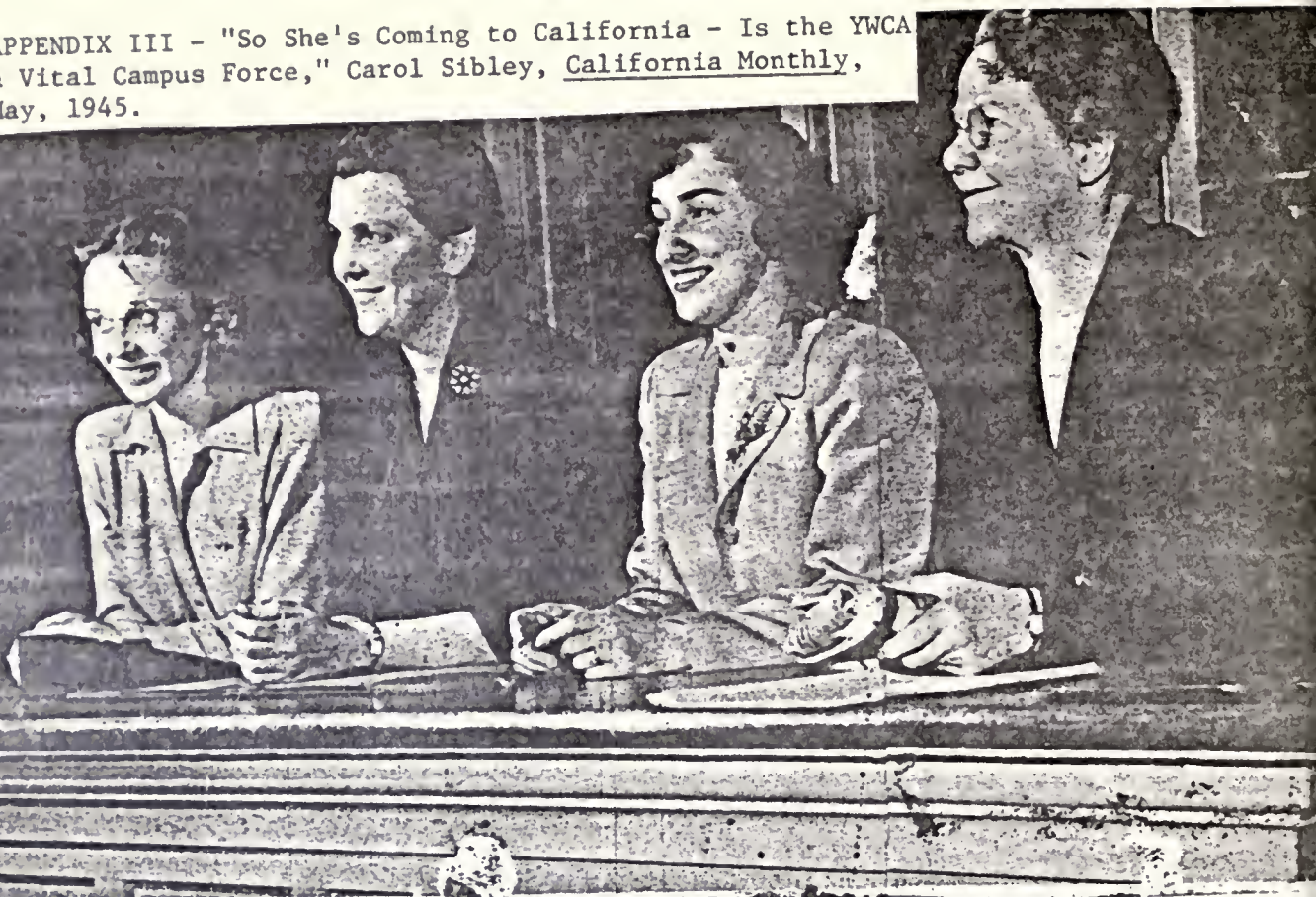
A beautiful fountain, some 15 feet in diameter, adorns the view to the East. The fountain waters are filled with typical foliage suitable for adornment where goldfish, some 15 to 20 in number, may sport back and forth amidst the water and entangled foliage.

Other Interesting shrubbery may be noted here and there in the garden: Acuba cut near the front entrance of the home bedecking a small statue almost obscure within its foliage, ferns of a gigantic type grow in the shaded northwest portion of the home, yellow Jasmine and Oxalis flourish near the Redwood trees in the northern portion of the garden, while further to the North may be seen variegated types of Ealiagnus, a horizontal type being deciduous and the vertical type of the opposite nature. A rambling rose falls in profusion over the stub of a large Oak tree to the north of the entrance, while Aga Panthus appear in generous plantings in jars near the stump of the tree. Aspidistra adorns the porch toward the South and due to its almost carefree growth makes an excellent porch plant. The Boston fern also is on this dining room porch with the Aspidistra. A Decdar Cedar dwarfed by Japanese trimmings adorns the edge of the dining room porch, and Arbor Vita also appears in profusion as do Succulents, such as the hen and chicken variety. Also on the dining room porch is yellow flaming Gemistra. Pittosporum grows near the summer house to the east of the fountain. Cotoneaster grows under the shadow of an English Ivy with Hyacinth coming from beneath.

Japanese Junipers in jars lavishly decorate the main sidewalks in many places. The Japanese Juniper is distinguished by its prickly foliage in comparison with the non-prickly Cyprus of the American Variety. Cryptomeria, the big tree of Japan, is likewise in its infant growth in the garden along with Japanese Thuya.

The garden as a whole is surrounded by a well-built brick wall of comfortable dimensions topped with box hedge along the southern exposure, which gives dignity and stability to the entire enclosure.

APPENDIX III - "So She's Coming to California - Is the YWCA a Vital Campus Force," Carol Sibley, California Monthly, May, 1945.



THE staff of the University YWCA, from left to right: Barbara (Bush) Goff, Lella Anderson, Margaret (Dodds) Bruce, and Lillie Margaret Sherman '09. (Photo by CalPix.)

SO SHE'S COMING TO CALIFORNIA



*Is the Y. W. C. A. a
Vital Campus Force?*

FOURTEEN college generations of California women look back with gratitude and warmth at the special place the University YWCA held in their campus lives; gratitude for its share in broadening their mental and spiritual horizons, quickening their social consciences, preparing them for leadership; warmth, because of the quality of friendships and good times it afforded them. A return to today's university would reassure these former students that this major women's organization is very much in step with the times while holding fast to its clearly stated purpose, — "We, the members of the Young Women's

THE Executive Committee of the Community Service Department, left to right: Sue Miller, Annette Simons, Li Browne, Denise Doron, and Phyllis Gutick. (Photo by Co-Pix.)

A group enters the University YWCA cottage. From left to right are Frances Halstenrud, Virginia Wilson, Marian Banks, and Donna Meyer. (Photo by CalPis.)

Christian Association of the University of California, unite in the desire to realize full and creative life through a growing knowledge of God. We determine to have a part in making this life possible for all people. In this task we seek to understand Jesus and follow Him."

Girls in their late teens and early twenties away from home influence, facing new problems, making new friendships, testing their inherited standards against many quite different ones, meeting new ideas as well as new people in almost overwhelming numbers, have a tremendous need for constructive guidance. At a time when most young people are enthusiastic and untried idealists, they find themselves seeking an avenue of expression and an atmosphere of understanding and concern. This the University YWCA seeks to provide, augmenting and cooperating with the efforts of the nearby church groups.

It is primarily a place in which to explore, actuate and test ideals, to exchange serious thoughts with fellow students under wise and experienced leadership, to seek and find spiritually congenial friends, to work for community betterment, to make test flights in leadership ability, and to develop one's interest in and discover one's responsibility for one's fellow man. Their experiences here, the testing and the practice of their reaffirmed or new found convictions cannot help but make them more sensitive citizens, more tolerant human beings and more understanding teachers or parents for future generations.

How does the YWCA attempt to serve these high purposes?

The University of California YWCA is more fortunate than most similar organizations, for it is blessed with a charming, conveniently located and comprehensively planned Cottage, which gives to what might sound like "airy nothing, a local habitation and a name"—both of which it uses not only as the center and background for its own wide program, but also for the general good of the university community. It opens its doors to an average of 72 other organizations, holding about 208 meetings



during the year. Policies governing the use of its building are made by a standing committee on rentals which is responsible to the Board and cabinet. In the case of organizations dealing with politics and other controversial subjects, the rentals committee passes on each individual request. Its cheerful fireplaces make perfect settings for discussion groups and informal meetings; its cafeteria fills an important need for both students and faculty; its large assembly room seems made for organization dinners or servicemen's dances; its chapel affords a much needed atmosphere of quiet and inspiration and its work rooms

are constantly filled with young leaders in the making, learning the skills and techniques which are necessary equipment for their newly assumed responsibilities.

This YWCA is fortunate also in the quality of leadership it has been consistently able to muster, both staff and volunteer, adult and student. Leila Anderson, the current General Secretary, is a person of rare poise and understanding, a joy to work with and an inspiration to follow. A graduate of Agnes Scott College in Atlanta, Georgia, and formerly a traveling secretary for the Episcopal

(Please turn to page 41)



MEMBERS of the YWCA Cabinet include, from left to right at the table: Virginia Wilson and Marian Banks. In the back row: Betty Wymouth, Betty Barr, Bunny Masters, Frances Halstenrud, Joy Drobish, Rosetta McCleave, Donna Meyer, Phyllis Gulick, and Mary McDonald. (Photo by CalPis.)

Church with headquarters in New York City, she brings to her position both southern charm and dignity and high spiritual vision. Lillie Margaret Sherman, '09, secretary of the Community Service program, discussion leader and trainer of leaders, is a graduate of this university, who after a few years of teaching discovered her special interest to lie in the University YWCA where she has been a moving force, a quiet strength and a valued friend ever since.

That Mrs. Robert Gordon Sproul '13, wife of the president of the University, Miss Lucy Stebbins, former Dean of Women and Mrs. Mary B. Davison, '06, present Dean of Women, all serve on the Board of Directors, indicates the caliber of the women who act as advisors and friends to the elected cabinet of student leaders, with whom rests the major responsibility for recruitment of members, selection of emphases and enactment of program. That the student president of the organization is a member of the Women's Executive Board of the ASUC and an officer of Prytanean, that the vice president is also vice-president of the student body and that the chairman of the Public Affairs Committee is the immediate past editor of the *Daily Californian*, bears witness to the type of student leadership the Y. is consistently enlisting.

To achieve its purpose of "realizing a full and creative life . . . and having a part in making this life possible for all people," the YWCA recognizes two essentials—an attitude of mind and a program of action, intangibles and tangibles, both of tremendous importance. Into the category of intangibles go all the concomitants that enter into the building of broad understanding—the study of race relationships, of international friendships built upon exchange of ideas and intimate knowledge of each others culture and problems, and a comprehension of the economic settings in which these problems must find their solution.

To attain a firm foundation of knowledge on which to base their attitudes more than 200 students enrolled in a race relations group last year, delving into such controversial matters as the Chinese Exclusion Act, residential segregation, how relocated Nisei students have fared and the race situation in San Francisco. Movies have accented the discussions and such speakers as Sgt. Ben Kuroki, who was decorated for bravery in the African and European campaigns, have

brought direct personal observations to the group's attention. This study group has implemented its thinking by writing letters in regard to the race situation to government officials and the press.

International education has been forwarded through the International luncheon group composed of 204 enrolled members who heard such outstanding speakers as Martin Hall, formerly of the *Manchester Guardian*, Hans Kelsen, formerly of the Austrian Supreme Court, Gaetano Salvemini, anti-fascist former Italian government official, and Maud Russell of China. Frequent teas at the cottage for foreign students, evening fireside discussions, acquaintance tours to the colorful foreign areas in San Francisco, Twice-Ten-Penny suppers; where fun, folk-dancing and like programs with an international feeling bring American and foreign students into closer comradeship are all popular activities. But the event of events is the big International Banquet held every year with its colorful decorations, flags of all nations, songs of many countries, gay costumes and speakers of note, which demonstrates to the community the year's study of the international department. Other "international" highlights include the Mandarin Table where 20 Chinese and Caucasian students study Mandarin every week, and the visit this last semester of Miss Talitha Gerlach of the Foreign Division of the National Board of the YWCA, who spent several days as a guest of the Association, visiting foreign students at the University and discussing their post-war plans with them.

Economic and political background has been provided under the direction of the Public Affairs group, which has studied the Smith-Connally Bill, the OPA, the CIO and the AF of L, subsidies, the soldier's vote, agricultural problems, the anti-poll tax legislation, the Fair Employment Practices Committee, and monopolies and cartels. Two economic conferences, participated in by students, Board members and community leaders, considered "Women's Place in the Economic World" and "How to be Politically Effective."

Undergirding and pointing up these three avenues of exploration of challenging thinking has been the religious purpose of the YWCA, its dedication to democracy and belief in the importance of the individual. It permeates the whole program rather than attempting to be an isolated program in itself. Groups meet to discuss the

provocative subject "Finding a Philosophy of Life" and to study the *New Testament*. The Junior Class Commission chose Comparative Religion as its topic for the year and the Sophomore Class Commission put religious discussion in a prominent place on its agenda. Chapel services are held twice a week, including devotions before every cabinet meeting led by each member in turn. And a Quiet Day is held each term from 9 a.m. to 3 p.m., with students planning topics to be discussed, choosing the musical selections and leaving ample time for contemplation and quietude. Fifty-eight students had the high privilege of attending the student conference at Asilomar, an experience greatly cherished.

Outstanding "tangible" activities designed to make YWCA members have a part in making a free life possible for all people include the work of the Community Service Department, the Cal Canteen, and the Harvest Camp. Under the direction of Lillie Margaret Sherman, an eager corps of 256 women students last year gave an average of two hours weekly, serving in 21 community centers, including Child Care Nurseries in five Berkeley schools. Excellent apprenticeship for future social work careers and an eye-opening and heart-expanding experience for all its participants, this area of YWCA work never fails in support. Activities include teaching, sewing, piano, crafts, folk dancing, story telling, care of children of nursery age and leadership of Camp-fire girls, Girl Scouts and Girl Reserve groups. Girls interested in child welfare, crime prevention, teaching, playground work and summer camp counselling, find this practical war work on the Home Front not only a personal satisfaction in this demanding present but a backlog of experience for the future.

Supervision of workers is a *sine qua non* of the department program and a ten weeks training course, carefully planned and expertly taught, showing the nature of group work and the use of handicraft, music, games and story telling is a regular part of the program. Stimulation of interest, a background of fundamental knowledge and a feeling of unity amongst the participants is provided in the all-department luncheons which are held every Thursday noon, when outstanding speakers talk on such a theme as "Today's Adjustments—Personal and Social" and follow their presentation with an informal question period.

Cal Canteen provides a center for University service men, civilians,

women students and their friends to get acquainted and have fun together every Saturday night. An average of 300 students each week have shared in the good times planned for them by groups of students within the Association and supervised by members of the Board and Staff. Over 17,000 students have enjoyed the Canteen since its start in August, 1943.

Answering the war-time call for help in saving the crops, a Harvest Camp has been operated in Auburn, California, from June to September since 1943. Approximately 100 girls packed 1000 tons of fruit last summer, earning for the camp the reputation of "the largest successful camp of its kind in the United States." Initiating, financing and recruiting for the camp has been shared by the University YWCA and three other Berkeley agencies.

Other practical services include vocational counselling, a Preparation for Marriage course; the maintenance of a Clothes Closet where students with limited means may help themselves to attractive and useful garments, ranging from glamorous formals to slightly used sweaters or gloves; the Nosebag Club, where any student may get tea and cookies and companionship to supplement her lunch for the total price of one penny; the Loan Fund, which is administered in cooperation with the Dean of Women and the Scholarship Fund, available to foreign students. The students themselves carry on a spirited annual drive for funds to implement their program.

* * *

In these many ways the University YWCA seeks to richly supplement the education of this University's women students. It provides a social and spiritual center on the campus which eliminates within its borders the artificial barriers between girls from different living groups and creates firm bonds of interest between them, offering a whole wide range of new experience and new thinking which are so essential a part of the education of tomorrow's world citizens and leaders. It provides a laboratory for fine experiments in living. That it does its task well is demonstrated by its ever increasing student support, by the loyalty of its alumnae, and by its fine standing in the University and town.

APPENDIX IV

UNITED BAY AREA CRUSAID

337 THIRTEENTH STREET, OAKLAND, CALIFORNIA • GLENCOURT

December 17, 1957

OFFICERS

Chairman of the Board
Frederic B. WhitmanPresident
Samuel B. StewartSenior Vice President
Wm. Harold Oliver

Vice Presidents

Belford Brown

Manuel Dias

Adrian J. Falk

Donald K. Grant

Merton Jacobs

George W. Johns

Charles J. Kelly

Duncan H. Knudsen

Carl O. Olsen

Mrs. Henry Potter Russell

Emmett G. Solomon

Secretary

Mrs. Thomas J. Mellon

Treasurer

S. Clark Brice

Bay Area Campaign Chairman

Ernest C. Anschutz

DISTRICT PRESIDENTS

San Francisco

Belford Brown

Alameda

Carl O. Olsen

San Mateo

Charles J. Kelly

Contra Costa

Duncan H. Knudsen

Marin

Merton Jacobs

EXECUTIVE COMMITTEE

Philip Adams

Rmy R. Bartels

S. C. Boese

Belford Brown

Miss M. J. Margaret Coley

Allen L. Chickering, Jr.

Jeffrey Cohelen

W. N. Davison

Manuel Dias

Robert H. Dreher

Fred Dresler

Ron C. Dunaway

Adrian J. Falk

Sol Gilbert

Ben Goldberger

Donald K. Grant

Walter A. Hays, Sr.

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Carl Jones

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Charles J. Kelly

George W. Kelly

Duncan H. Knudsen

H. L. L. L. L.

Harold M. L. L.

Mrs. Thomas J. Mellon

Fred H. Merrill

Ernest C. Mitchell

A. H. H. H. H.

William Penn Mott, Jr.

Joseph A. Murphy

Neville Nash

John G. Pinckney

Wm. Harold Oliver

Carl O. Olsen

Mrs. Henry Potter Russell

Max M. Russell

Henry Schwab

William Selby

Mrs. Robert Sibley

Emmett G. Solomon

Samuel B. Stewart

V. G. Storie

F. D. Teller

W. B. Thigpen

Mrs. W. H. Whitaker

Frederic B. Whitman

Executive Director

Mr. Robert Sibley,
1777 LeRoy Avenue,
Berkeley, California.

Dear Mr. Sibley:

I have written letters of thanks to the immediate superiors of each United Crusade Campaign Division Chairman for allowing their employee to participate in this year's campaign. Although Carol is not your employee I am assuming that you are her immediate superior.

We had several outstanding Division Chairmen this year, but none contributed as many hours of time nor such quantities of dedicated enthusiasm nor as much campaign "know how" as did your wonderful wife. She is the kind of volunteer that professional social workers dream about, but seldom see.

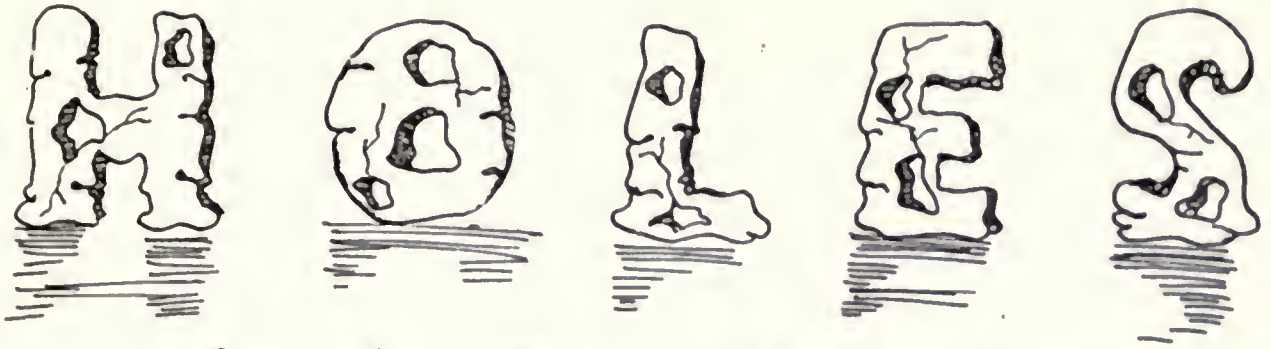
So we want Carol Sibley's "boss" to know that the meals he ate late and sometimes alone, and the social engagements cancelled because his wife was too tired and the extra expense of parking, gasoline, report luncheons, "hair-dos", etc., were not sacrificed in vain. We have reported to date \$323,176.00 which is more than \$34,000.00 ahead of last year's final figure.

The citizens of Berkeley and Kensington and especially the youth, health and welfare agencies supported by the United Crusade are deeply indebted to Carol, but we know she could not have done the job without your blessings. Thanks a million.

Sincerely yours,

Ken Warfield
Ken Warfield,
Area Director.

KW/bb



in the Iron Curtain



Russian children on an outing in Odessa

My husband and I recently spent a month behind the Iron Curtain, covering those parts of the Soviet Union from Leningrad and Moscow in the North, through Kiev and Kharkov in the Ukraine, to several southern cities in the Crimea and Caucasus and as far west as Georgia. He had been there in 1930 and was eager to observe developments under communism since that time. I was rather reluctant to include Russia on our three-month schedule, for many European spots still unvisited held far more appeal and I had heard so many warnings about lack of freedom, inability to see anything one wasn't shown, lack of beauty, and lack of interest. But having been there, I would like to testify that that month was the most interesting, the most enlightening, the most important and the most challenging experience we have ever had.

First, let me say that we have never met so many friendly people; people so open and curious about America; so immediately eager to let us know that their most deep concern was "Peace between our two great countries."

Second, that although consumer goods were scarce, the people's clothing shoddy and in any way below our standards, the housing still frightfully limited (though a tremendous effort is under way to meet the established goal of 9 square meters per human being) they seem contented and lacking in both the furtiveness we had been led to expect and the "cowed" quality that would seem naturally to result from so many years under stri-

By CAROL RHODES SIBLEY, '23

our former Alumnae Secretary...

lecturer, writer, world traveler,

observes developments in Russia

party discipline. Judged against the background of oppression and total insecurity which had been their lot under the Czars, they are very well off and glad they have "had the courage to try a new way."

Also on the credit side, there is no unemployment. The average wage is 800 roubles a month. Each laboring person is entitled to a 28-day free vacation. Health is entirely the concern of the government with all medical services free (and slow) and all medicine ridiculously cheap by our standards. Education is free and good, and by next year will be compulsory through secondary school. University, technical, or specialized education is available to the best qualified (8% of their youth, compared to 25% of ours), and the government pays a \$75 a month stipend to the student who needs or deserves it. Even before Mr. Khrushchev's recent pronouncements, the young people entering institutions of higher education came 80% from those who had had two years in agriculture, industry, or the armed services, and only 20% from high school. Openings for the latter group are highly competitive.

Most of the women work—at all kinds of jobs from top Soviet government responsibilities, full professorships at the universities, directors of collective farms, guides, nursery school administrators, librarians and teachers through policewomen, saleswomen, down to the most menial of occupations, including rugged building jobs, concrete mixing, and street cleaning. And while they work, their children, their "hope for the future", are well cared-for, in crèches (if they are from six months to three years old), in day nurseries (if from three to seven), and then in good schools with plenty of after-school recreation creatively planned and well-supervised. We visited crèches and kindergartens and were deeply impressed not only by the competence and thoroughness of their direction, the imaginativeness of their program, but also by the "tender-loving-care" that was evident everywhere. We visited the Young Pioneer Palaces (Youth Centers here are the nearest analogy) and saw several creative, exciting programs, excellently staffed and enthusiastically enjoyed by the twelve to eighteen-year olds.

Top programs we visited were the Junior Naturalists Training Center in Kiev where the leaders for all such groups as our 4-H clubs, Future Farmers of America, Junior Audubon Society, Campfire Girls, Scouts, and Y's were being taught superb group leadership skills under top educators, with fine equipment and a sense of purpose and dedication hard to equal. Our other favorite was the Children's Railroad in Kharkov (industrial center of the Ukraine—75% destroyed by the Germans, but now amazingly rebuilt). One of 26 such projects in the Soviet Union, it is a railroad halfway in size between a miniature and a full-size line, with both diesel and steam engines and both hard and soft seat passenger cars. It has its own station, waiting rooms, snack bar, loudspeaker system, ticket office, and arrival and departure boards. Its railroad crew, who work as conductors, electricians, mechanics, engineers, signalmen, and station masters are all in uniform, report fully each run (just a few miles through the park with two stops), and each takes his or her responsibility with both complete seriousness and complete delight. Only two adults are in evidence, the general director whose headquarters are in the station, and a man who goes along on the engine just in case of an emergency. The government underwrites everything and the youngsters, who may have as many as eight two-hour shifts a week, are enthusiastically learning responsibility and perhaps a profession.

We were "on vacation" with the Russian people, on crowded but quite modern excursion boats, on picnics, at ballets, circuses and jazz concerts in the park. We visited dozens of sanitariums where it is "the thing to do" to go for health and rest during the vacation period. Three hundred and fifty such sanitariums serving three- to five-hundred "patients" each, are to be found in Sochi, on the Black Sea, alone. We saw thousands of people pouring through museums, sunning on the beaches, picnicking with their families and friends. Two things stand out in our impressions of their behavior. In lines, in museums, waiting for a boat ride on the Dnieper, waiting all night for tickets to the Philadelphia Symphony in Leningrad,

Kindergarten for children of working mothers



their quietness and patience were almost frightening. But at picnics, ballets, concerts, and sporting events their boundless enthusiasm, their clapping, stamping, and bouquet-throwing were excitingly exhilarating and understandable. We came to the obvious conclusion that this was a people inured to discipline and patience, but encouraged to "let go" at all spectator sports or dramatic events.

DESPITE the tremendous emphasis on education and the very obvious advantages education opens to a people who are supposedly classless (but already know education leads to positions of prestige)—the lack of knowledge of current events in the world beyond or even within the Soviet Union is appalling. This is true even though libraries stock some foreign newspapers and many foreign books (the largest number from the U.S.A.). For government control of information media is absolute. Pravda and Tass, Radio and T.V. give forth constant and completely party-line information and interpretation of events. Imperialist, war-mongering America and the peace-loving, capitalist-surrounded Soviet Union, the grateful and infinitely better-off satellites, the partner—China, are the subject of most broadcasts and news releases. Long and perfectly open and frank discussions which we found possible in hotel lobbies, on park benches, in airplanes or on trains, where we tried to explain America's indignation over the Hungarian tragedy, or the long American-Lebanese friendship, due in large extent to the missionary establishment of the American University at Beirut and its influence in promoting literacy in Lebanon, had immediate frank and positive answers: (1) "Why should you be indignant about Hungary, when it was a well-known fact in Russia that it was American tanks that moved first in mowing down the 'loyal communists?'" (2) "Wasn't your government smart in sending the missionaries over to win Lebanon to your side?" And when I protested that the government didn't send the missionaries, that we had complete separation of church and state, the reply was, "You can't tell me that. I know that nothing ever is done except by the state."

In addition to the complete lack of true information about world events which the Soviet decrees for its people, its propaganda for visitors is thorough, clever, and almost convincing. On every lobby table, in every train or plane, in every waiting room are copies of Soviet magazines similar to our *Life*, *Atlantic Monthly*, *Time*, etc., beautifully written, with editions in

from six to eighteen languages. All foreign visitors, at no expense, may read in their own language just what the Soviets would like them to read. It takes a hardened "capitalist" to ward off brainwashing after exposure to a month of this insidious, persuasive party line. What effect then, must this same free information have on the uncommitted visitor!

In addition to free and persuasive reading matter, the government has other effective means of selling its way of life. Hundreds of delegations of "the people" from China, Albania, India, Africa, the Arab countries, and Indonesia, to name but a few, are warmly welcomed by pleasant hosts who speak their language fluently and give them red carpet treatment, all the while demonstrating the wonders of Soviet achievement, the apparent security, the lack of begging, the absence of delinquency. It would take a miracle of stubborn determination to keep these delegates from appreciation and the desire to emulate their hosts.

I HAVE come home to America with a very deep concern for the future. I believe that we have in this country the most priceless heritage of freedoms, of moral values, of glorious opportunity that any country has ever had. I believe that basically we are people of great good will, as evidenced in our foreign aid programs, our C A R E packages, our missionary efforts.

But I believe that we are losing the Battle for Men's Minds and that there is grave danger that even without a shooting war, the communist countries may win the largest share of the world to their way of life. Because, despite our heritage and despite our good will, there is a tremendous apathy in America, a great smugness about our progress in material achievements, a total unawareness that democracy as we know it, that freedom as we enjoy it, that religion as we choose to practice it, are dangerously threatened by a powerful and highly intelligent foe. We accept our blessings too calmly. We are not alert to the dangers that pyramid around us. We are not giving our young people the sense of dedication to an ideal, the knowledge of their great heritage, nor the sense of their own importance in preserving it. We have not made the preservation of the freedoms for which our country was founded a dynamic motivating force. One youngster in Russia, studying the difficult Chinese language was commiserated with by a friend of ours, and though she admitted the Chinese language was very hard, she patiently ex-

plained, "But we must know the Chinese people. The Soviet Union is the first great Socialist State. We must know others: others must know us. *Everyone* in our country must help build the Socialist state. *This* is the way we do our part. It is very important."

We think of the Soviet as an unreligious people. But they are fervent in their support of the Soviet ideal. It welds them into a tremendous vital team. It gives them emotional outlet, and a powerful motivation. Our challenge is, "How can a free people, a comfortable people, in time of peace, achieve the solidarity of purpose, the will to sacrifice and the personal commitment that can match and better theirs."

I wish I knew the answers. These suggestions I must offer—

(1) We must start our language teaching early, and teach it more effectively. We must prevent cuts in budgets of places like the Army Language school in Monterey, California. Our soldiers, our diplomats, and our citizens *must* have the tools of language to be effective in the war of ideas.

(2) Our State Department must be revitalized to do a more effective job of interpreting America to the world. We must match the Soviet effectiveness with foreign delegations and equal their generosity in offering a tourist rouble to visitors. Most of the people we saw expressed a keen desire to come to America, but all said they couldn't afford to pay our prices. We must encourage and underwrite a tremendous increase in exchange of students, exchange of delegations, travel to Russia by every segment of our citizenry so that we know each other better, see for ourselves today's Soviet and have the Russians see what America is really like.

(3) We must plan our "propaganda" spending far more wisely. The August 1957 Youth Congress in Moscow cost more than we pay in a year for the Voice of America, which is jammed in Russia for all but jazz concerts.

(4) There should be a moratorium on both sides on name-calling.

(5) We must strive in America to make our own country a better example of the value of democracy. We must be willing to sacrifice material comfort for our concept of freedom and justice. We must give our youth the same dedication to their country's survival and growth and values that the Soviet youth have. Perhaps, as Soviet education "leads out their

(Continued on page 97)

IRON CURTAIN

(Continued from page 78)

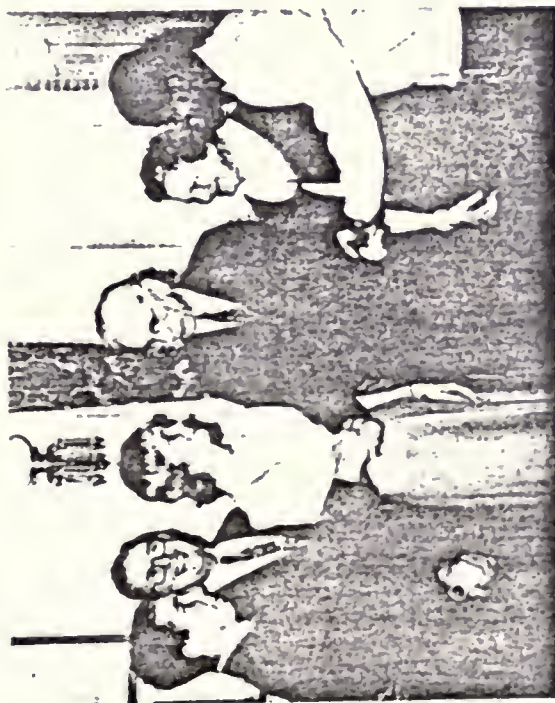
minds" and an exchange program challenges them with new ideas, if we are strong and dedicated to fighting for the freedoms we cherish, the battle may be resolved. It will take time, intelligence, knowledge, sacrifice, and dedicated leadership. If we win it will be not because we are told we *must* do it, but because as a traditionally free people we act *now* so that our children and grandchildren will not live in a communist world.

We must accept the fact that democracy is more cumbersome than dictatorship. We must beware the fallacy that the end justifies the means. We must know that ours therefore is the harder task and fight under the conviction that "eternal vigilance is the price of liberty."

APPRECIATION of EXCELLENCE IN YOUTH

1966

BERKELEY • CALIFORNIA



Left to Right: Ken Cardwell, Jeffery Cahalan, Anne Robinson,
Mr. Speaker, Carol Sibley, Daze Muehling.

Speaker John McCormack greeting the Ap-
preciation of Excellence winners in his Office
in the new House Office Building, Monday,
April 5, 1965.

"THE NOBLEST SEARCH OF TODAY

IS THE SEARCH FOR EXCELLENCE"

Honorable Wallace Johnson, Mayor of Berkeley, Honorary Chairman
Board of Directors

John E. Stradford, Chairman
Mrs. George Beste
Mrs. John A. Freese
Mrs. Tom McLaren
Mrs. Robert Miller
J. Wallace Oman
Mrs. Jack Reynolds

Mrs. John Roda
Mrs. Helen Sale
Mrs. Carol Sibley
Mrs. Celestine J. Sullivan
H. Sterling Taylor
Mrs. Lynn Waldorf
Mrs. Louis Wuertele

Committee Members, Judges and others who have contributed time and talent

Mrs. G. Agron
Mrs. Lois Allen
Miss Anne Behounek
Mrs. Frank Behounek
Miss Marilyn Beste
Mrs. R. J. Breuer
Miss Claudia Bugatto
Mrs. Henry Bugatto
C. O. Burke
Miss Virginia Byrne
Mrs. E. J. Cahill
Mrs. Fred Carpenter
Mrs. M. J. Chiocetti
Mrs. F. Gilman Clark
Mrs. R. Howard Compton
Miss Susan Dangberg
Mrs. Klaus Dehlinger
Mrs. Marguerite DeJean
Mrs. William Dial
Mrs. Anne Dorst
Mrs. Richard Erickson
Mrs. Carl Fay
John Freese
Mrs. Richard Friedman
S. Gershenson
Mrs. Stephen F. Gibbens
Girl Scout Cadette Troup 1137
Mrs. Clark Gleason
Mrs. Archibald Granger
Mrs. Harold Griamore
Mrs. James Hart
Mrs. Ted Hayashi
Mrs. Edward Johnson
Mrs. Charles Keeney
Mrs. Albert G. Kennings
Mrs. Leonel Larson
Mrs. Vesta Lewis

Sister Mary Ambrose, P.B.V.M.
Sister Mary Thecla, P.B.V.M.
Mrs. Stanley McCaffrey
Mrs. Wallace McPhee
Robert Miller
Mrs. Anthony J. Morse
Mrs. George Okano
Miss Jeanne E. Palmer
Thomas Parker
Mrs. Howard A. Raab
Robert A. Rajander
Mrs. William F. Read
Miss Barbara Reynolds
Miss Mary Ann Reynolds
Robert A. Rice
Anthony Rinaldi
Mrs. Judd M. Sato
Abe Sherman
Professor Seymour Shifrin
Mrs. Otto Smith
Mrs. David Stratton
John Suttle
John Swackhamer
Miss Nelvia Tademey
Mrs. T. K. Tanabe
Miss Pamela Taylor
Mrs. Ellis Thornton
Professor Theodore Vermeulen
Mrs. Heinz Weber
C. Herbert Wennerberg
Vernon D. Wenrich
Douglas Weir
Mr. and Mrs. Charles Williams
Miss Mary Wynans
Ushers--Berkeley High School
Presentation High School
St. Mary's College High School

Our sincere thanks to

The Mayor's Office, City of Berkeley, for continuing interest and support.
Dr. Neil V. Sullivan, for making Berkeley Unified School District facilities
available to us.

APPENDIX VII - 1964 school board recall election newsletter samples,
Parents Association for Neighborhood Schools and Better
Schools Committee

BERKELEY SCHOOLS THREATENED

Neighborhood Schools Face Destruction

Berkeley's neighborhood schools—an American institution as old as the public schools themselves—face a challenge to their very existence, Oct. 6.

For the first time since the present School Board started tampering with the system, local voters will be given an opportunity to vote for neighborhood schools. Election of Alfred C. Baxter and Richard S. Haas to the school board will resolve the issue in favor of neighborhood schools.

Both candidates have pledged to restore the city's three junior high schools.

Baxter and Haas have also pledged to restore Berkeley's famed ability grouping system, destroyed as a part of the Board's radical experimental plan.

Equally important, both candidates have pledged to restore public confidence in the school board by responding to public opinion.

Last May 19, the school board set the stage for the abolishment of neighborhood schools by adopting phase one of a two phase program.

The first phase, the so-called "Ramsey Plan," abolished the city's three junior high schools. They are replaced by entirely new kinds of schools.

Two former junior high schools will be for 7th and 8th graders only, apportioned after a racial census. The other will handle only 9th graders.

While construction work at Burbank has delayed full implementation of the experiment, all 7th and 8th graders who would have normally attended that school now take busses to reach the Garfield school. Garfield 9th graders, meanwhile, ride on busses past that school to attend classes at Burbank.

Next year, present plans call for Willard 9th graders to bus to Burbank, while some Burbank 7th and 8th graders now assigned to Garfield will be reassigned to Willard after the racial census.

The basic motive behind this upheaval is to assure a statistical balance of races among the pupils attending the three

NEIGHBORHOOD SCHOOL TIMES

Parents Association for Neighborhood Schools, 1821 Solano Ave., Berkeley

HAAS, BAXTER PLEDGE TO RESTORE CONFIDENCE

Baxter Hits Board Plan

The school board's so-called Ramsey Plan has destroyed the junior high school concept and purpose, according to Alfred C. Baxter.

Baxter, a school board candidate in the Oct. 6 special election, is a veteran educator of some 40 years in the Berkeley schools.

The former Garfield principal said the plan, put into effect in Berkeley's schools this year, is both educationally unsound and a step backward, reminiscent of the radical tampering of the so-called "progressive educationists" of the 1930's.

Baxter cited professional education authorities, when he declared the junior high school, contrary to its Berkeley opponents, was not going out of style.

"The fact is, 85 per cent of the cities in the nation the size of Berkeley are committed to the three-year junior high school.

BOARD HEAD STATES VIEW

Mrs. Carol Sibley, president of the Berkeley school board, made the following statement in voting to adopt the Ramsey Plan on May 19th:

"I am going to vote 'aye' because I don't want to have this lost, but I still maintain we must move in the direction of integration at the elementary school level."

Later, when aroused citizens started to circulate petitions demanding a special election, the board said its decision to delay elementary redistricting "... until ..." was "rejection".

Haas Says Oct. 6 "Point of No Return"

Tuesday's election must put a stop to radical tampering with our educational system, in the view of Richard S. Haas, a candidate for the school board.

The Berkeley lawyer and father of three children attending Willard district schools, said the special school election must prove that the people of Berkeley will not tolerate radical experimenting with either our schools or the educational future of our children.

Haas noted that the special Oct. 6 election has been necessary to cut short the terms of present school board incumbents who have been responsible for adopting the radical "Ramsey Plan."

Had these persons not been called to this electoral accounting, they would have had another three years in which to pursue their mischief with our schools.

OPPONENTS MISREPRESENT ISSUES

After nearly two years of school board hesitancy, muddle and poor judgment, Berkeley's voters will finally have an opportunity to bring some order out of the chaos the board has created.

Opponents of the Oct. 6 special election have misrepresented the issue in stating that the election involves "impeachment" for "misconduct".

They know school directors are removed "for misconduct" by court proceedings, not by voters.

The law is, as the courts have held, that Alfred C. Baxter and Richard S. Haas should be elected if the conduct of the incumbent is "for any cause unsatisfactory" to the community.

Deploring one-faction rule

of the school system, and the public disgrace caused by the necessity for a court to order the election held, Haas and Baxter are committed to restoring public confidence in the school board.

Their election will revive the battered principle of representative government in Berkeley.

**OCT. 6th SPECIAL ELECTION
VOTE FOR HAAS AND BAXTER**

MAISEL, SIBLEY

HIT 'RECALLERS'

School directors point to record, ask re-election

In an era when better schools and better race relations are two of the most critical needs of the American community, the citizens of Berkeley are being asked to take a drastic step backwards in both of these vital areas. The recall campaign against two members of the Berkeley Board of Education, Mrs. Carol Sibley and Dr. Sherman Maisel, is an attempt to turn the clock back on years of steady and satisfying accomplishment in meeting the educational needs of Berkeley's children and in helping all of its people live together in harmony and understanding.

To prevent such a catastrophe, thousands of Berkeley citizens, representing a true cross-section of the community, have rallied behind Mrs. Sibley and Dr. Maisel. Calling themselves Berkeley Friends of Better Schools, their goal is to defeat the "recallers" and advance the sound and enlightened policies that the present School Board has initiated in the fields of education and human relations.

The showdown comes on October 6, the date set by the City Council for the special recall election. But Berkeley Friends of Better Schools would like to think of Oct. 6 as an end but as a new beginning — a birth of the ideals and practices that have

made Berkeley's school system one of the finest in the nation, that have molded the city itself into an outstanding example of the kind of medium-sized, forward-looking, humane community that has made America great.

Other articles in this paper, which is being distributed to each of Berkeley's more than 40,000 homes, outline the record of the present board and particularly of Mrs. Sibley and Dr. Maisel, discuss the false and the true issues in the recall movement, and explain the significance of recall.

Study the facts carefully. They will persuade you to go to the polls October 6 and vote for BOTH incumbent school board members, Sherman Maisel and Carol Sibley.

BETTER SCHOOLS



CAROL SIBLEY



SHERMAN MAISEL

Berkeley schools meet challenge of our time

Berkeley today has a national reputation as a community that places its highest priority on excellence in public schools. The school system itself is recognized as one of the finest in the nation.

This has not happened by chance. It stems directly from the determination of the citizens to maintain Berkeley's leadership in education for its children.

A decade or so ago, Berkeley parents were becoming concerned. Though the city's schools on the whole had been good schools, they were not "keeping up" with the times. Some of the buildings were overcrowded and beginning to fall apart. The knowledge "explosion" demanded new techniques in education. The curriculum was not meeting

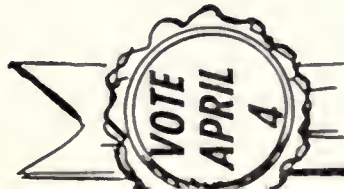
These able, dedicated school directors studied the curriculum, administration, and physical facilities of the school system. They saw many urgent needs. One of the most urgent was for new construction to bring the physical plant up to date.

The 9th Grade Plan ---fact and fiction

APPENDIX VIII - 1967 school board incumbents elections flyer and financial statement

KEEP THIS
ABLE BOARD . . .

BERKELEY NEEDS THESE 4
OUTSTANDING AND DEDICATED
SCHOOL DIRECTORS



BERKELEY
SCHOOL
BOARD



ARNO L. GROSSBERG
BUSINESSMAN: As Chief Design Engineer, Chevron Research Co. administers 100 professional employees and annual budget of several million dollars. Berkeley resident 24 years. Active in community and school Director, Castano Music Camp Fund, Boy Scout Troop 5 Committee, Education and Humanities Program Committee of the American Institute of Chemical Engineers, former President, Civil Tech. Alumni Association, San Francisco Chapter Sons of the United Berkeley High School daughter, a graduate



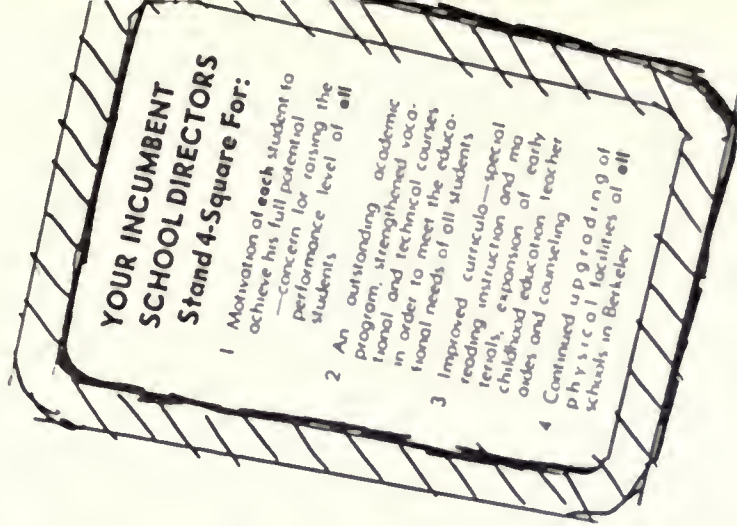
DAVID E. NELSON
LAWYER: Private practice in general civil law business counsel. Graduate U.C. Booth Hall former President, Barriers Club San Francisco Bar Association. Visiting lecturer in Law Booth Hall taught seminar in Contract Problems, 1964-1966. Moved to Berkeley in 1954. Wife former teacher, Garfield and Wilford Daughters pre-schooler. Sun. Kambergers. John Muir Appointed by School Board to fulfill vacancy created from vacancy 24 highly qualified applicants.



CAROL SIBLEY
CIVIC LEADER: 23 years distinguished community service. 6 years School Director, former President YMCA Board, United City Area Crusade Executive Committee, Present State President, California Association Health and Welfare Included Appreciation of Excellence in Youth Program, Youth Volunteer Program Conference and Panel member of many programs concerning education. Former Executive Director Wellesley College Alumnae Association listed in Who's Who of American Women.



Rev. W. MAZATAM WILLIAMS
MINISTER: B. A. Wayne State University, S.T.B. Boston University School of Theology, Sunday School Instructor, College of San Mateo Pastor, The Church for Today Director, East Bay Conference in Religion and Race Active in Community Director, Faculty Artist Council, Churchman, Propaganda Committee, JUBAEL member, East Bay Inter-Communal Ministerial Alliance, Public Affairs Commission, KPA, former Chairman, Bay Area United Crusade Special Events, served on Boards of South Berkeley YMCA, Oakland Symphony, East Bay Association for Retarded Children, Wife Retarded Elementary School teacher. Son and daughter Washington School pupils.



MAINTAIN ONE OF THE FINEST PUBLIC SCHOOL SYSTEMS IN THE COUNTRY

Your School Board Endorses
YES on Measure A
Berkeley's Best Budget
(No Tax Increase)
New and Improved
Parks and Recreation

COMMITTEE FOR SCHOOL BOARD INCUMBENTS

FINANCIAL STATEMENT

April 23, 1967

INCOMESOURCE

Contributions	\$3,298.49	
Loan (2-21-67, Heyman)	500.00	
Party	700.00	
Loan (3-28-67, Heyman)	1,000.00	
Party (2-3-67)	216.00	
	<u>53,901.05</u>	\$5,901.05
TOTAL		
Returned Check	(5.00)	(5,896.05)

EXPENDITURES

Bumper Strips	202.00	
Campaign Buttons	239.20	
Postage	175.00	
Cards-Endorsement	30.94	
-Quarter	43.44	
Literature (Off Set)	380.00	
Party	127.50	
Precinct List	41.22	
Mailers	606.00	
Sample Ballot	155.89	
South Berkeley Piece	97.70	
Gazette Distributing Co.	1,602.97	
The Catholic Voice	15.00	
Rubber Stamps (H. R. Ellis Co.)	13.02	
Gazette	42.58	
The Daily Californian	73.20	
State Cards	57.26	
Distribution	100.00	
Loan Payment (Heyman)	1,500.00	
H. Tulanian & Sons (Rug Repair Buffys)	22.50	
Julia Manning (Int Services)	20.00	
D. Demarest	150.00	
Misc.	7.02	
	<u>5,805.54</u>	5,805.54
TOTAL		
ASSETS		90.55

LIABILITIES

The Post (Adv.)	75.00	\$75.00
ASSETS		(15.55)

APPENDIX IX - Certificate of Appreciation to Carol Sibley, NAACP Berkeley Branch, n.d.

National Association
for the
Advancement of Colored People



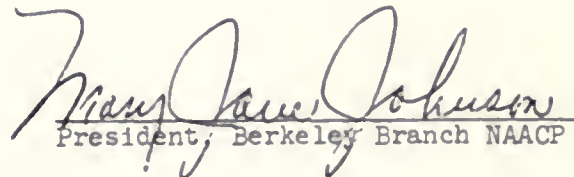
WHEREAS, THE NAACP HAS FOUGHT VALIANTLY FOR EQUALITY OF EDUCATION FOR MINORITY YOUTH AND HAS SOUGHT AND WON THROUGH THE COURTS OF THIS NATION, THE RIGHT OF MINORITY CHILDREN TO EQUALITY EDUCATION AND

WHEREAS, THE BERKELEY BOARD OF EDUCATION UNDER THE GUIDANCE OF CAROL SIBLEY AND OTHER OUTSTANDING DIRECTORS, SET A HISTORICAL LANDMARK WHEN THE BOARD RESPONDED TO THE REPORT OF THE BERKELEY BRANCH ON JANUARY 7, 1958, WHICH WAS ADDRESSED TO THOSE NEEDS AND

WHEREAS, THE BERKELEY BOARD OF EDUCATION ON APRIL 18, 1967 DECLARED THAT ALL OF THE BERKELEY SCHOOLS WOULD BE TOTALLY DESEGREGATED AND INTEGRATED BY SEPTEMBER OF THE YEAR 1968 AND

WHEREAS, THE DESEGREGATION OF THE BERKELEY UNIFIED SCHOOL DISTRICT IS NOW AN ACCOMPLISHED FACT,

NOW THEREFORE BE IT RESOLVED THAT, THE NATIONAL OFFICE OF THE NAACP, THE REGIONAL OFFICE OF THE NAACP AND THE BERKELEY BRANCH OF THE NAACP, OFFER THEIR SINCERE APPRECIATION TO AN OUTSTANDING EDUCATIONAL LEADER, WHO BY HER HONESTY, COURAGE AND SENSITIVITY, HAS HELPED TO GUIDE OUR SCHOOL DISTRICT ON THE PATH TO QUALITY EDUCATION FOR ALL OF THE CHILDREN OF BERKELEY AND WHOSE LEGACY WILL BE THE CONTINUED PHILOSOPHY OF EDUCATIONAL DEDICATION TO ALL OF THE CHILDREN IN BERKELEY.


President, Berkeley Branch NAACP

APPENDIX X - Editorial, Independent Berkeley Daily Gazette, November 13, 1973. Letter and notes of Wheeler Award speech, Browne Barr to Carol Sibley. November 15, 1973



The INDEPENDENT EDITORIAL Berkeley Daily Gazette PAGE

Published Daily Except Sunday by Brown Newspaper Publishing Co. Inc.
WARREN BROWN JR., President and Publisher

10-Tuesday, Nov. 13, 1973

Berkeley DAILY GAZETTE

Editorial

Carol Sibley: deserved honor

Carol Sibley, a long-time civic leader and former school board veteran, today receives the Benjamin Ide Wheeler Service Medal Award, the major community citation bestowed by Berkeley service clubs.

The 1973 winner of the coveted award, Mrs. Sibley has thus been judged "Berkeley's most useful citizen" and one whose life is exemplified by the Benjamin Ide Wheeler statement:

"We are set here to talk together and try to understand each other. The soul of life is the living together. He lives the largest life who has the largest sympathies, who has gained the largest power to see from the point of view of others."

Mrs. Sibley lives up to the above several times over.

Ever active in civic affairs, she founded and has been the guiding spirit in a unique venture called the Dream for Berkeley Committee, which seeks to bring Berkeley citizens together to cooperate on various city needs.

She is perhaps best known for her 10 years on the Berkeley school board—years which overlapped with the most important period in modern school board history, when desegregation of the city's schools

was planned for and executed. She served as both president and vice president of the board.

She has served at all levels of the Bay Area United Crusade and was, for six years, president of the YWCA.

In 1961, Mrs. Sibley helped found the Appreciation of Excellence in Youth Program and still serves as a board member. She also serves on the Berkeley Youth Hostel, Bridge Over Troubled Waters and School Resource Volunteers boards and organizations.

She has also been active in the California Association for Health and Welfare, has been honored as one of four honorary life members of the Bay Area PTA, was cited by Theta Sigma Phi as Citizen of the Year for Outstanding Community Service and was given the Public Officials Award of the Alameda County Education Association for her service to education.

Altogether deserving of the city's highest single community commendation, The Independent-Gazette congratulates Carol R. Sibley and wishes her many more years of good health and selfless service to the city she loves and has served so well.

The First Congregational Church

2345 CHANNING WAY • BERKELEY, CALIFORNIA 94704

of Berkeley

PHONE 846-3696

November 15, 1973

Mrs. Robert Sibley
1777 LeRoy Avenue
Berkeley, California 94709

Dear Carol:

I do not like to join the company of other executives who misplace notes and tapes. But apparently I have done just that.

I hope the little bit I have been able to reconstruct will be helpful to your sister.

It was a great day for me to be on the same platform with you when you received an honor which symbolised the best our community possesses. Your witness has been good and strong and true through the years and I rejoice in the knowledge that Berkeley will continue to benefit by your energies and ideas for years to come.

Affectionately yours,


Browne Barr

ROUGH NOTES OF LOVING ADDRESS

regarding

Carol Sibley

Benjamin Ide Wheeler Award Luncheon

Tuesday, November 13, 1973

Often give eulogies.

Seldom is the subject so lively.

Appropriate to give eulogy today because the word means "to speak in praise of."

But it is not appropriate simply to praise Carol Sibley as an individual, but to praise "useful citizens."

Eulogies have both outward dimension (facts, etc.) and inward dimension (qualities of life, etc.). Concern here only with the second.

What qualities in Mrs. Sibley's character needed by all who would be useful citizens?

I. "Tells the truth." DOES NOT LIE

This does not mean we must always be "right." We may often be wrong. But truth--effort to speak it--crucial, for only as we can depend upon that effort can there be fruitful communication. Communities are built on trust. Liars destroy it.

Not popularity contest.

Story about College President sent a get-well card by the Regents on a 4-3 vote.

II. "Love people, use things." --Not the other way round as is increasingly the lot of an affluent society.

Story about child who helped her friend cry.

Feminine quality of "caring," of "compassion," much needed.

III. "Pitch in and work."

Need applied energy, not just great ideas.

Story of child who wondered why overworked father was not simply put in "the slow group."

Carol Never allows us to cop-out and move into the slow group.

Great hope for Berkeley to show the nation what a modern city can really be, built on Truth, Love of People and Hard Work.

APPENDIX XI - Wellesley Alumnae Achievement Awards, 1975. Announcement,
citation, and notice in Wellesley Alumnae Magazine



T H E

1 9 7 5

WELLESLEY ALUMNAE ACHIEVEMENT AWARDS

will be presented to

CAROL RHODES SIBLEY '23
1964

Visionary and courageous educational innovator who helped lead Berkeley, California to the successful integration of its public school system in 1968, dedicated to "accepting diversity without fear", pioneer in building a community of trust between cultures, races and ages.

CARROLL MCCARTY GUNDERSEN '24

Dynamic leader of the League of Women Voters at the national and state level, crusader for citizen participation in politics, 1968 Wisconsin Woman of the Year, able civic servant, ardent conservationist.

JEAN TREPP MCKELVEY '29

Distinguished scholar and practitioner of labor relations with federal government service under three presidents, the only woman to have been president of the National Academy of Arbitrators, author and public servant to the State and the city of New York.

BARBARA SCOTT PREISKEL '45

Eminent authority on problems relating to obscenity and freedom of expression, devoted public servant with emphasis on child welfare, civil rights and the arts, Vice President and Legislative Counsel of the Motion Picture Association of America.

On Friday, March 14, of Founder's Weekend the sixth annual Alumnae Achievement Award Dinner will be held in Tower Court Dining Room. Guests are invited for sherry at 5:00 p.m. to meet the awardees informally before dinner. Each awardee will speak briefly at the dinner. During after-dinner coffee, there will be another opportunity to talk with the awardees informally.

Invitations to the dinner will be sent to the entire student body and requests for tickets should be made by 'phone or in person to the Alumnae Office. These will be allotted on a first-come first-served basis as seating capacity is limited.

At 10:00 a.m. on Friday Mrs. Sibley will speak to Mr. Norris' class, Sociology 209. Mrs. Gundersen and Mrs. Preiskel will talk to Mrs. Just's class, Political Science 210. At 1:30 p.m. Mrs. McKelvey will address Mrs. Painter's class, Economics 230.

(Miss Ruth Adams was introduced by Mrs. Collins)

And this evening it is demonstrated in the giving of the Alumnae Awards, the theme being in the public interest. Wellesley's community is international and national, this last was exemplified in the recipients of the awards for these women stand prominatly from California to New York. Wellesley's community accepts more people and these women we honor tonight in their service have acted out their concern for commitments to all ages and all races and both sexes. Wellesley's community knows that the public interest is best served when wisdom and energy are combined with grace and modesty and the last two flowers are the sign of love. And these women exemplify service and more importantly the grace of service.

(Award given here)

Carol Rhodes Sibley, Berkeley's most useful citizen who won this identification in many ways by mostly serving twice as President of the Berkeley Board of Education in the years of 1961-1971 years when the battle of School integration was fought and won at least outside of Boston. You recognized and conveyed even to the doubtful the long imperative of racial integration. Your fellow citizens freely and whole heartedly acknowledge your leadership. Your concern for young people finds realization in consequential deeds as well as inspiring words your creativity in energy have combined in cordiality that dream of the American city, one that is a community of human beings characterized by mutual understanding and respect to dream the impossible dream is hope and to bring it to realization is indeed for all time and all people. It is a great pleasure to present you with this Alumnae Award.

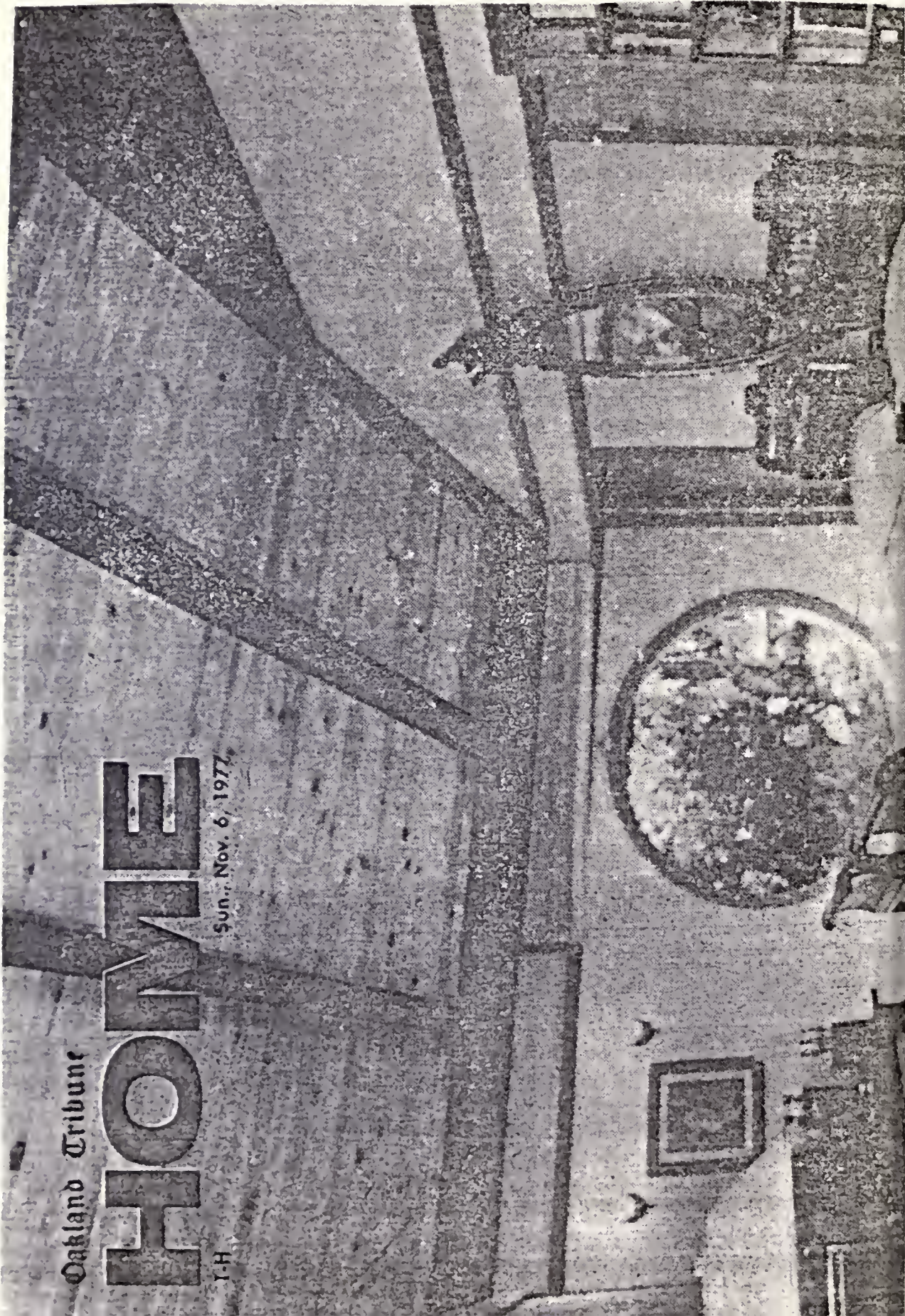
ALUMNAE ACHIEVEMENT AWARDS

Sixth annual Alumnae Achievement Awards, presented by Miss Ruth Adams, ninth president of Wellesley College, 1966-1972, to recipients chosen for their efforts "In the public interest."

CAROL RHODES SIBLEY '23

Recipient of a Medal as "Berkeley's Most Useful Citizen." Dynamic leader in the successful racial integration of the Berkeley, California, public schools. Served as president of the Berkeley Board of Education for two terms (anti-integration forces sought her recall). Author of *Never A Dull Moment* (1972) describing this experience. Established "A Dream for Berkeley", a program to build a community of trust among diverse cultures, races and ages. Founded "Bridge Over Troubled Waters", a residential drug treatment center; initiated "Freedom Is Our Business", a program involving 75 community agencies, for which she received the Valley Forge Freedom Foundation Award. Appointed by the Berkeley City Council to serve as one of six city representatives on the University of California Community Affairs Committee, a liaison between the city and the University which attempts to resolve problems shared by them. Active in YWCA, United Bay Area Crusade, California Association for Health and Welfare. Mother of Mary Carol Johnston Ballard '47. Daughter of Mary Bates Rhodes '92.





Oakland Tribune

HOME

Sun., Nov. 6, 1977

T.H.



Oriental Simplicity

Page 4

The Peace of an Oriental Garden?

She Has It—Right Here in Berkeley

The peace of an Oriental garden and the clean simplicity of Japanese architecture.

Carol Silbey has them—in a very unlikely place. She lives in central Berkeley, a block from the busy U.C. campus. It is a neighborhood filled with elegant old houses, most of which have been turned into student apartments.

She converted her old house into six living units after her husband died. For many years she lived in a top-story apartment in the house.

Last year, Mrs. Silbey decided it was time to carry out an idea she had been toying with for a decade: She would build a little house in the rhododendron garden.

"I had been collecting things from the Orient—I had been there three times," she explained. So she wanted a home which would reflect that culture and in which she could display her antiques and artifacts.

"I knew what I wanted," she insisted, and her architect, Berkeley's Michael Severin, "knew how to give it to me." It was, in Mrs. Silbey's estimation, a perfect partnership.

The small building site is surrounded by neighboring buildings, dwarfing it even further. To make the best use of the available land, Severin suggested the 1,200-square-foot residence be placed diagonally on the lot.

"We put it at an angle to gain little garden spaces instead of having long, narrow strips of yard," Mrs. Silbey said.

on Mrs. Silbey's three trips to the Orient, the first in 1947.

Seated in the living room before the slate-covered fireplace with a raised hearth, one can see that the house is designed not as a square but as a squared-off figure "8."

One core is formed by the fireplace.

people at— —HOME

Story by Chuck Anderson

Photos by Leo Cohen

The building itself is an unusual design, blending a definite Oriental style—much airy open space, Shoji screens and moon windows—with a California influence—a Mission tile roof, redwood siding and a warm, comfortable ambience.

To reach it, one walks through an iron gate and climbs up a brick pathway past the big house and other nearby buildings.

Once inside, the visitor is struck with the spaciousness of the seemingly small house. Walls of grasscloth with redwood trim rise to a 16-foot peak where scorched Douglas fir beams support an unfinished knotty pine ceiling.

Because of the slope of the land, the home itself is built on different levels, giving it added visual interest. The black slate-covered entry steps down to the living room.

Dark brown carpeting leads the eye through a fascinating display of Oriental antiques, wall hangings, artifacts and some contemporary furnishings. The collection was amassed

place and two small storage closets built behind it. The other core, a larger one, houses the bath, a small, efficient kitchen and a walk-in bedroom closet.

Surrounding the fireplace core are the living room, entry and a study-guest room. Shoji screens in the study slide closed to provide privacy when a guest is visiting.

Near Mrs. Silbey when she works at her desk are hundreds of books stacked two deep on shelves and many of the plates, pieces of sculpture and other items picked up on her visits to the Orient and four trips around the world.

She is a former Berkeley school board member and still is active in civic affairs, so there is plenty of study and paperwork to be done. In fact, she met her architect, whose ELS Design Group in Berkeley usually plans cities and other giant-scale projects, at a meeting of a committee.

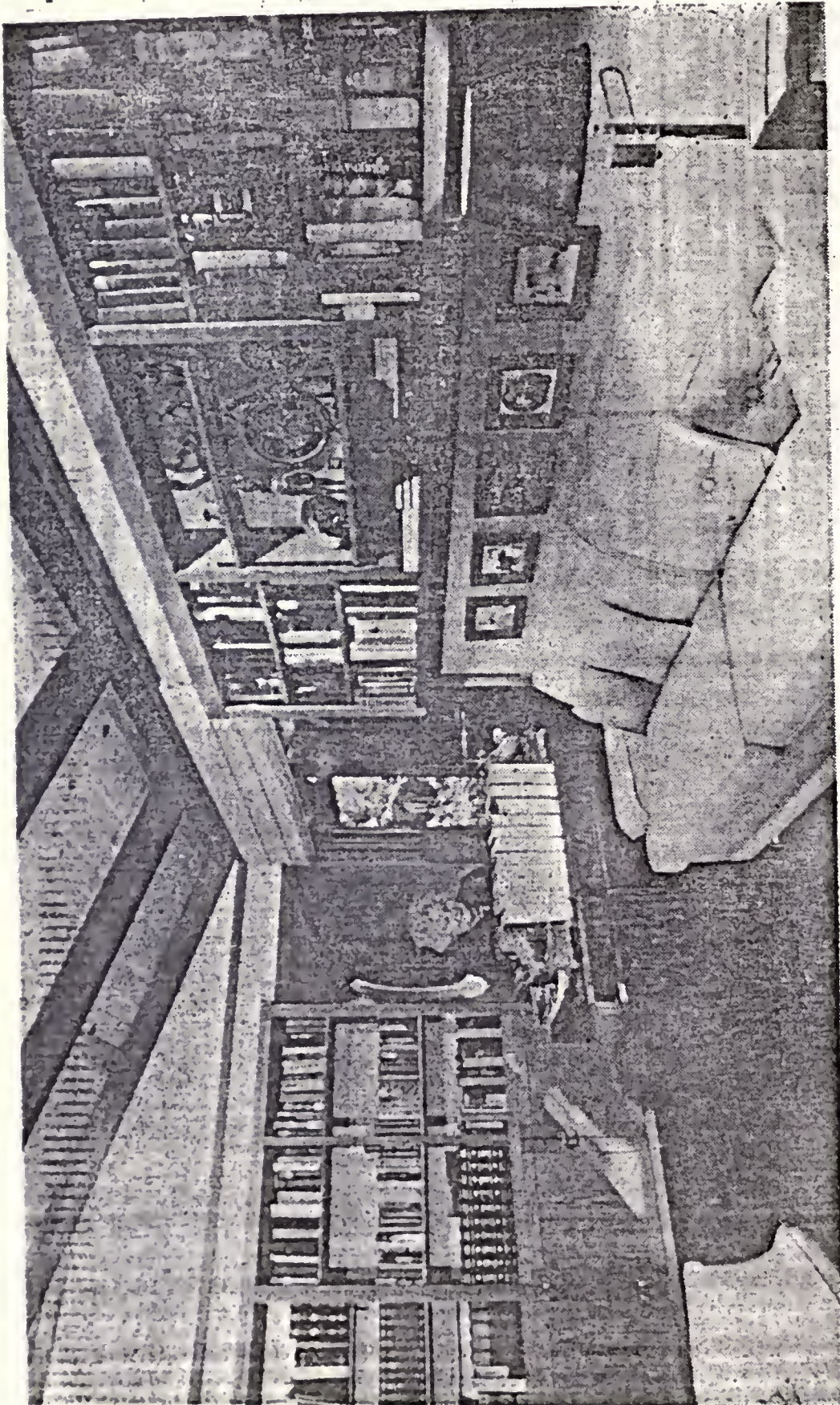
Severin expressed interest in building Mrs. Silbey a small house because it was an interesting contrast to his usual work, she said, and "he contributed a lot."

Continued on page 7

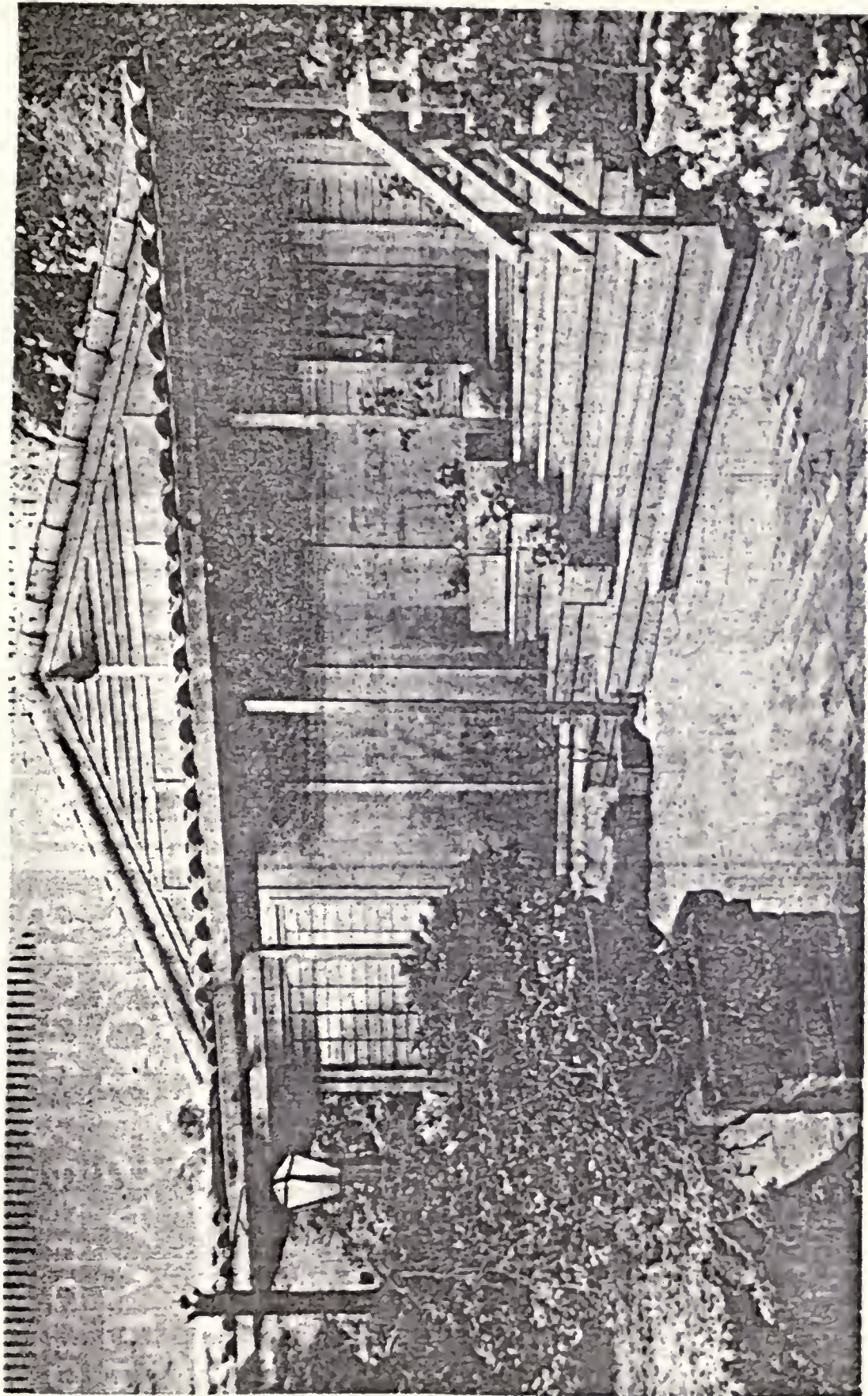
5-H

Oakland Tribune

Sun., Nov. 6, 1977



Surrounded by books and artifacts, Carol Silbey works at desk in her versatile study-guest room



Japanese design with California influence is felt strongly at front of house. A terrace runs around most of residence.

A Treasure of Heirloom Furniture, Oriental Art

Continued from page 4

It was Severin who placed windows and glass doors strategically to erase the feeling that the house is small. Mrs. Silbey wanted moon windows in her bedroom—and Severin located the round openings so they took great advantage of the garden scenes.

The entire project took three months to build after all planning was completed. "I did the interior decorating," Mrs. Silbey said. "I knew where I wanted all the furniture to go and now it is a very comfortable house to live in."

Her bedroom, which stretches the width of the house at the rear, is perhaps the most arresting space in the house. Besides the pair of moon windows and their bucolic views, the room is a treasure of heirloom furniture and more Oriental art (see today's cover).

The walls carry hangings that are several centuries old. A pleasant surprise is an ensemble of early 18th

century Italian antiques—ivory-inlaid beds, tables and a chest from Florence. It is ornate, but it mixes well with the Oriental pieces.

"One of the good things about Japanese architecture is simplicity," Mrs. Silbey noted. "It was good for me."

She said moving into a 1,200-square-foot house after living in a 1,400-square-foot apartment forced her to edit her belongings, eliminating unnecessary pieces.

"I found I don't need lots of little tables around," she said, "so I got rid of many of them."

Because the large existing coast redwood trees dictated where the house was located and where some windows should go, Mrs. Silbey said she has "learned how beautiful tree trunks are" by viewing them from her windows.

At the same time, the new little house took advantage of existing features, includ-

ing brick patios, a wisteria-covered pergola and a handsome Persian water fountain that dated from when the original house was the family abode.

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